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ABSTRACT

The teacher-developed guide attempts to establish a student-centered learning environment for the development of languaging capabilities through information and insights for students about themselves and the world of work. The flexibly arranged materials can be used as a one-semester course or as separate objectives and units within existing language arts courses. The progression of awareness moves through: (1) self-appraisal of traits, interests, skills, and information; (2) communication skills needed to acquire jobs and to perform on them; (3) other skills, attitudes, and relationships needed to acquire and hold jobs; (4) awareness of careers; and (5) relating new learnings to leisure time, consumer behavior, and home and community success. Teachers working in individualized programs will find that the units can be converted to learning activity packages. In this course an effort has been made to relate language to real experiences; students and teachers interact with one another, explore the uses of language, and learn through direct involvement. (Author/AJ)

ED 095389

Communication Skills for Career Education

Junior High / Middle Schools

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Coordinating Council for Occupational Education
Superintendent of Public Instruction

FOREWORD

This document was developed by language arts and vocational teachers from several school districts to meet a very obvious need: a guide in vocational communications which reflects the present emphasis in meaningful student involvement in learning tasks. The teachers were brought together during August 14-16, 1972, for a workshop in Olympia, Washington, sponsored by the Coordinating Council for Occupational Education and with the support of the office of the Superintendent of Public Instruction. The document was first printed in a critique edition for classroom testing.

I wish to convey my sincere appreciation to the workshop participants; their efforts went far beyond our expectations.

Dean F. Wagaman
Director, Career Education
and Vocational Guidance

STATE GOALS

The objectives and experiences in this document assist students in reaching the following goals listed in **GOALS FOR THE WASHINGTON COMMON SCHOOLS**, approved by the State Board of Education:

THE PROCESS OF EDUCATION SHOULD . . .

. . . respect the uniqueness of each learner.

. . . provide increasing opportunities for individual self-direction and decision making.

. . . provide learning experiences matched to each student's readiness to learn and the way he learns best.

. . . help each learner perform well and gain satisfaction from his performance.

. . . emphasize that cultural, ethnic and racial differences contribute positively to our nation's future.

. . . utilize the involvement and support of the entire community to maximize educational experiences.

. . . self-renew through continuous evaluation of progress toward the desired learning outcomes.

AS A RESULT OF THE PROCESS OF EDUCATION, EACH STUDENT SHOULD . . .

. . . have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.

. . . understand the elements of his physical and emotional well-being.

. . . appreciate the wonders of the natural world, man's achievements and failures, his dreams and capabilities.

. . . clarify his basic values and develop a commitment to act upon these values within the framework of his rights and responsibilities as a participant in the democratic process.

. . . interact with people of different cultures, races, generations, and life styles with significant rapport.

. . . participate in social, political, economic and family activities with the confidence that his actions make a difference.

. . . be prepared for his next career step.

. . . use leisure time in positive and satisfying ways.

. . . be committed to lifelong learning and personal growth.

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INTRODUCTION

Here's what the course is about . . .

First, it's about people—students, in this case. And it is about developing their languaging capabilities through information and insights about themselves and the world of work.

The progression of awareness moves through:

1) self-appraisal of traits, interest, skills, and information
2) communication skills needed to acquire jobs and to perform on them
3) other skills, attitudes, and relationships needed to acquire and hold jobs
4) awareness of careers
5) relating new learnings to leisure time, consumer behavior, and home and community success.

Hopefully the materials are arranged flexibly enough so they can be used as a one-semester course or as separate objectives and units within existing language arts courses. Teachers working in individualized programs will find that the units can be easily converted to learning activity packages (LAPs) or to student contracts.

But is this an "English" course . . .

Some English teachers have raised the question: "But is this English?" And it isn't "English" if English is viewed as a body of content. But it is indeed "English" if English is viewed as the process of developing languaging capabilities among students. In the latter view, any content is appropriate if the intent is language development.*

Through literature we have traditionally dealt with characters interacting with one another, and making decisions. But only indirectly, or through simulation, have students been involved in the outcomes. In this course an effort has been made to relate language to real experiences. The students themselves are the characters of the plot, and the plot is what they are becoming.

What should I do with it?

The guide attempts to establish a student-centered learning environment where students and the teacher interact with one another, explore the uses of language, and learn through direct involvement. The teacher's role is to provide a classroom climate where students are challenged: he sets up, but does not control entirely, the learning activities. He provides opportunities for learning about self and language by making materials and activities available to students. There will probably be little lecturing, but a lot of questioning. Students will be helped to assess their abilities and values.

. . . how will I know if students are learning anything?

If students are evaluated through "traditional" formats—fill-in tests, multiple-choice items, letter-graded compositions—we think the program benefit will be minimized and the real focus lost. This course does indeed deal with content, but it also deals with the more subtle aspects of language, of attitudes, values, awareness, perceptions. More specifically, it con-

*See J. Moffett, TEACHING THE UNIVERSE OF DISCOURSE, Houghton Mifflin, 1968, pp. 1-10.

cerns what a student is doing and becoming rather than merely what he is knowing. Within this frame, some broad sorts of evaluation can be recommended:

1) At the end of units have students personally identify what they got out of it—did they learn some information? How might this information help them? Do they sense a refinement or shift in what they think, believe, or value? Do they have a sense of perspective of what is the intent of the course?

2) Pre-post questions around units. For example, in the objective on decision making (I.E.) the students could be asked:

   "What is a decision?"
   "What should be considered when making decisions?"

   This information is sometimes difficult to quantify, but others (parents and administrators) interested in the course should be encouraged to flip through the student papers themselves and make their own assessment of student growth. In fact, that sort of outside assessment is highly desirable, particularly if people are questioning the value of the course.

   In small groups students could compare pre- and post-questionnaire responses, making generalizations about what they learned. If not too personal, this information may be communicated within a small group or to the entire class.

3) Certainly a list of the hard information (What is a check? What are the communication requirements for different jobs?) are valid sorts of questions. Again, it must be emphasized that this factual knowledge should not be viewed as the central focus of the course. The central focus is on what these facts mean to the student and how he plans to use them.

   If grades must be given, they should be based on:

   — Student perceptions of his change and his assuming of responsibilities

   — Teacher perceptions of student responsibilities

   — Perceptions of other students on a given student's performance.

Where do we go from here?

At this point the plot becomes yours—Where do you want to go with it? Do you want to talk with teachers who helped develop the materials? Would you like to share activities with others? What's your pleasure?

If you would like to begin communicating with someone, try talking with or writing to one of the persons who participated in the workshop which produced this document. We would all appreciate your ideas and your questions.

Stan Lemmel
Doug Warne
Chuck Blondino

COMMUNICATION SKILLS FOR CAREER EDUCATION
JUNIOR HIGH SCHOOLS/MIDDLE SCHOOLS

Workshop — August 14, 15, 16, 1972
Olympia, Washington

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I

PERSONAL AWARENESS

BEST COPY AVAILABLE

"Taking Stock of Myself"

Major Objective I: The student will develop an awareness of himself as an individual in the world, including his personality traits, interests, and skills.

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Personal Awareness — "Taking Stock of Myself"

Major Objective I: The student will develop an awareness of himself as an individual in the world, including personality traits, interests, and skills.

Sub-Objective A: The student will begin to develop a concept of "Who Am I?"

Student Activities:

1) Write an autobiography, including some self-evaluation of interests, abilities, and career choices.

2) Engage in "empathy training" activities, as outlined in **INDUSTRIAL COMMUNICATIONS GUIDE.**

3) Do extensive reading in self-awareness publications and texts, and summarize information he learns about himself.

4) Practice interviews by using the tape recorder. Stand before the mirror while recording. This is an individual project done **BEFORE** the student speaks in class. It is done for self-evaluation.

5) Reorganize classroom to create "new" environment for students. After students enter and experience "disorientation," have each student express (he can choose his own vehicle—written, oral, nonverbal) his reaction to the scene, what he would like to do with the scene or as a result of the scene.

6) Invent a situation related to a vocation (e.g., you're new on the job, eager to make good showing; boss is "punctuality nut"; your car breaks down). Dialogue the conversation that ensues. Student creates a list of several situations to be used in improvisation, skit, small dramas. The situations should be stated in such a way as to allow the participants to control certain factors in the situation (e.g., where, how critical).

7) Respond to a series of photographs related to a vocation by involving (a) a selection of music that he feels is associated with the vocation, (b) a written or oral statement—prose or poetry. He will synchronize the two and make a presentation (either "live" or taped).

8) Agree on five qualities that are necessary for an individual to maintain a job. Process: (a) Participants seated in a circle, with an outer group of nonparticipants keeping an individual flow chart which shows the pattern of discussion through a continuous line drawing. (b) Students learn the various leadership responsibilities of group discussion participants, specifically to facilitate, to clarify, to summarize, to draw out ideas, to build on ideas expressed, not to block discussion, not to dominate, and to agree and to disagree appropriately. (c) Students evaluate discussion through flow charts, leadership qualities of participants, and achievement of goal for discussion. (d) Students role play various group discussion participants, both negative and positive; for example, clarifier and dominator.

9) Use your imagination to look at yourself. Materials: one empty can sealed on both ends without a label or other identification. Procedure: Give each student an opportunity to hold the can; as the students in turn hold the can, ask, "What do you think is in it?" Talk about their ideas. On another occasion, follow up by telling the students they are to be given the "magic can." Into the can each student will place one unwanted personal idiosyncrasy, trait, habit, or quality. Discuss with the student why he wants to get rid of the quality, how does it affect him, how does he feel about it?

10) As a result of a field trip (or while on field trip) involving a vocation, list those aspects of the vocation that he finds appealing/interesting/intriguing; also, list the negative features of the vocation. Compare list with others to identify **COMMON** items and **UNIQUE, INDIVIDUAL** items.

11) Take the Kuder Preference Survey.

12) Pet Peeves. Students each write their problem (pet peeve) on uniform sized paper—so all look same!! Fold and place along chalk tray. Number called by teacher (from some system). That person is the "Dear Abby." He responds to the problem and calls on next one.

13) Videotaping interview. Tape several interviews—try to show good and bad techniques, ways of talking, dressing, etc. Discuss the tapes—use the students in follow-ups to show how they might be changed.

14) In small groups, work out a life situation, depicting some possible causes for employment termination.

15) Show ten pictures and ask the students to vote individually on whether they would want this person as a friend. Afterwards, go back and find out the results. Then discuss why the students felt as they did. Then show them how they are being prejudiced because they are "pre-judging."

16) As part of a written or discussion unit to accompany a work of literature, you can build in "soul-searchers" which allow students an opportunity to explore their own feelings. Examples: **HIROSHIMA** by John Hersey gives an opportunity to deal with attitudes toward war and nuclear weapons. "Song" by Christina Rossetti, "Little Boy Blue" by Eugene Field, and **DEATH BE NOT PROUD**, by John Gunther, allow students to discuss attitudes toward death. "Sudge" by Walter Edmunds lets kids discuss benefits of dishonesty and the necessity for lying at times. **CHOICE OF WEAPONS** by Gordon Parks, allows them to deal with the reality of black life and their reactions to it.

17) With privacy protected, students should write an autobiography, but rather than simply turning them loose, it is best to ask for their reactions to certain things. Who am I — in relationship to: war, school, hobbies, my childhood, work, television, etc.?

18) Form autobiographies are quite interesting if the students can get information from parents and baby books. Sample things: day born, time of day, doctor's name, weather on that day, news on day of birth (microfilm copies in libraries or files in newspaper offices), fads of the time, first home, when I began to walk, diseases I've had, places I've been, etc.

19) Put up construction paper of various colors, hopefully with a couple of shades for the major colors. Ask them to "identify" themselves with three of the colors. Then as a whole discuss what personality traits would be associated with the colors — some like red — temper, and white — purity on standard; others will be a consensus of opinion. Then have students discuss whether the personality traits associated with their identification colors are accurate.

20) Improvise a life situation revealing personality traits, interests, and skills about himself.

21) Use simulation games such as "Ghetto" (which deals with the difficulties of living in such an area). Have student evaluate and compare his own condition with that of the individual assumed in the game.

YOUR IDEAS AND NOTES

Teacher Suggestions:

1) Develop a form on which students can respond 20 times to the statements: "I desire to . . ," "I don't find it easy to . . .," "It is easy for me to . . .," and "I do not like . . ."

2) Ask parents, friends to list five interests and talents you possess. Compare the results with your list.

References:

Note: See the Bibliography for complete data.

1) **DECIDING**, Gelatt, et al.
2) **ENGLISH ON THE JOB**, Book A, Carlin/Ellsworth, pp. 30-115, 162-193, 211-262, 116-161.
3) **FIVE WORDS LONG**, Dawson/Bamman, pp. 2-12, 33-44, 47-60.
4) **FREE TO CHOOSE**, pp. 3-8, 159-165.
5) **FREE TO READ**, Henry A. Bamman, Units 1 & 5.
6) **INDUSTRIAL COMMUNICATIONS**, D. Lindsay, Unit 1.
7) **SELF-APPRAISAL AND ASSESSMENT STRUCTURE**, Stanley R. Ostrom.
8) **SELF-AWARENESS THROUGH GROUP DYNAMICS**, Richard Reichert, pp. 21-37.
9) **TAKING STOCK — ACCENT/PERSONALITY** (Remedial).
10) **THE TURNER-LIVINGSTON COMMUNICATIONS SERIES — THE TELEVISON YOU WATCH.**
11) **WHAT SHOULD BE TAUGHT IN THE JUNIOR HIGH SCHOOL?**
12) **WHAT'S YOUR BAG?** (LAP), Ernest Harmon.
13) **WHO'S HIRING WHO?**

Personal Awareness — "Taking Stock of Myself"

Major Objective I: The student will develop an awareness of himself as an individual in the world, including personality traits, interests, and skills.

Sub-Objective B: The student will explore his attitudes, interests, and skills.

Student Activities:

1) Take, score, and interpret results of a personal interest inventory available through your school or district counseling service:
   a) **KUDER PREFERENCE SURVEY**
   b) **VOCATIONAL INTEREST SURVEY**: U.S. Department of Labor
   c) **STRONG VOCATIONAL INTEREST BLANK**

2) Write a brief paragraph in which you summarize the information gained from the surveys you have taken.

3) Build a notebook in which all self-assessment items could be collected.

4) Do some research on people or periods in history which are significant to the history of work or labor. Then assume identities pertinent to the event or time and write a letter indicating its importance. Inventions: steam engine, spinning jenny, cotton. People: Sam Gompers, John L. Lewis, Robert Watt, Cyrus McCormack.

5) Show ten pictures to your classmates and ask them to vote individually on whether they would want this person as a friend. Go back and find out results. Then discuss why the students felt as they did. Then show them how they are being prejudiced because they are "pre-judging."

6) Make a collage of pictures that represents your personality. Write an interpretation of your assemblage.

7) Make a collage of pictures showing your likes and dislikes. Then share it with the class.

8) Collect materials that represent a like or dislike of yours. These could include pictures, symbols, drawings, or objects. These are then used to line or cover a box or shape; can be done as a mobile. Display and discuss your project.

9) Collect data re a **VOCATION** of your choice using the following sources: daily newspapers, weekly magazines, trade journals, professional publications. Translate the data into verbal and nonverbal statements. Mount them for display as a mobile, collage, mural, or poster. After mounting project, participate with others in discussion of your interests, abilities, and career choices as they are displayed in/on your "object d'art."

10) During the viewing of a film related to a human situation, students will examine the feelings and attitudes they experience. After viewing, students may either list those feelings/attitudes and exchange with others for discovery of similar/unique responses—or they may enter into small group discussion with the same objective in mind.

11) A student (or group of students) is/are given a situation related to a vocation (e.g., you're new on the job, eager to make good showing; boss is "punctuality nut." Your car breaks down.) . . . dialogue the conversation that ensues.

12) Teacher reorganizes classroom to create "new" environment for students. After students enter and experience "disorientation," have each student express (he can choose his own vehicle—written, oral, nonverbal) his reaction to the scene, what he would like to do with the scene, as a result of the scene.

13) "What's My Line?"

A. Student researches interest area (job) getting information on (a) job availability, (b) average salary, (c) educational and job requirements.

B. After completing research, he is quizzed in front of class (5 minutes) by other students whose purposes are to try and discover the interest area.

14) Have one student think of one other person in the class and without mentioning the name, describe his personality traits as accurately as possible (emphasis on the positive). After the description other class members try to ascertain who the student being described was. After the class has figured it out, the "choice" may react to the analysis (i.e., what surprised him about that one person's observation; what did he think was wrong with it, etc.).

15) Through small group discussion, students will agree on five qualities that are necessary for an individual to maintain a job.

Process:

(1) Participants seated in a circle, with an outer group of non-participants keeping an individual flow chart (or a list of names of speakers, one following the other) which shows the pattern of discussion through a continuous line drawing.

(2) Students learn the various leadership responsibilities of group discussion participants, specifically to facilitate, to clarify, to summarize, to draw out ideas, to build on ideas expressed, not to block discussion, not to dominate, and to agree and to disagree appropriately.

(3) Students evaluate discussion through flow charts, leadership qualities of participants, and achievement of goal for discussion.

(4) Students role play various group discussion participants' roles, both negative and positive; for example, clarifier and dominator.

16) Draw a picture illustrating an idea such as man, love, peace. Compare your drawing with that of a younger child and/or orally express your observations on the differences between the drawings. Discuss how growth (maturity) changes one's concepts, specifically what a person wants to do today in regard to an occupation, may change as he gets older.

17) Organize a class discussion relating hobbies and interests to occupations.

YOUR IDEAS AND NOTES

Teacher Suggestions:

1) Before the students take the vocational interest surveys, the teacher could get each student to write and turn in a list of his three major areas of job interest for comparison with survey results.

References:

Note: See the Bibliography for complete data.

1) **FIVE WORDS LONG**, Dawson/Bamman, pp. 33-44, 47-60.
2) **HALL OCCUPATIONAL ORIENTATION INVENTORY**, L.G. Hall, (grades 7-12, young adult farm).
3) **WHAT'S YOUR BAG?** (LAP), Ernest Harmon.

Personal Awareness — "Taking Stock of Myself"

Major Objective I: The student will develop an awareness of himself as an individual in the world, including personality traits, interests, and skills.

Sub-Objective C: The student will assess his communications skills in speaking, writing, reading, and listening.

Student Activities:

1) Briefly tell about your educational and job background, including areas of interest. Other students will evaluate your speaking ability.

2) After each presentation, members of the group will write a summary of each speaker's major points to test how well they listened. These will be submitted to the speaker for evaluation.

3) After writing individual letters to employers, small groups can develop criteria for good business letters. Armed with a list acceptable to the group, check and evaluate each letter.

4) Given a set of directions on how to fold a sheet of paper or complete a form, read and follow the directions and evaluate the results.

5) Role playing. Example: one student interviewing another for a job. The rest of class listens and reacts.

6) Students tape record an interview with someone on the job and share with class. Build up a bank of taped interviews.

7) Practice an interview by using the tape recorder. Stand before the mirror while recording. This is an individual project for self-evaluation done **BEFORE** the student speaks in class.

8) Work with the classified ad section of the newspaper. Student could write an ad to sell an item such as his home, a car, a bicycle. Answer a "Help Wanted" request. Exchange and evaluate ads.

9) Have students write letters requesting information (bulletins on occupations), ordering materials, and correcting an order which was not properly filled. Do exercises in following directions (order blanks, accident reports).

10) Have students brainstorm words such as **CAREER**, or **OCCUPATION**. List terms that are special to particular crafts such as in newspaper work—**EDIT, TYPO, DEADLINE**. Create a vocabulary list.

11) To assess student skills in writing, reading, and speaking, have a class make its own radio or TV news program and videotape it. Rerun it to evaluate it.

12) After students have encountered or studied some jobs, they will select one in which they are interested or feel that have an aptitude for, and they will demonstrate some sample of the skill (i.e., secretary — the student prepares a polished business letter; baker — the student bakes something from scratch under the approval of parent or home ec teacher; motor mechanic — student describes the operation of a motor).

13) Without describing your physical characteristics (hair color, eyes, etc.,) write a paragraph about yourself, describing your interests and personality.

14) Group students into labor and management. Have each group draw up a list of basic

requirements from the opposite party regarding salaries and working conditions. Negotiate to a conclusion. Assess each group's ability to communicate.

15) Students can be given the opportunity to publish within the classroom. If they write short works like poetry, they can choose one piece of their own and then the rest can be chosen by a committee. If the works are longer, the class can vote on the ones to be included (hopefully done anonymously). The layout and art work can be done by an editorial committee. The teacher will probably have to type and run the copies on the ditto or mimeo. The students can staple and distribute the copies to other students and teachers.

16) The student will participate in listening games, activities, and drills that will improve his critical listening ability. (Distinguish fact and opinion; distinguish main idea and supporting details.)

17) Student will improvise a life situation and write or act out revealing his communication skills, as they are displayed in/on his "object d' art." Following the discussion, the student will note some of the strengths and weaknesses of his "object d' art."

18) Word drawing: Large selection of words recently used in class is placed on overhead projector; student required to draw word he selects (using no letter symbols).

19) English skills: Diagnostic test — pretest of skills; teacher evaluation. Student decides which area to work in and how much he will do. (Minimum requirement set by instructor and student.)

20) Communication skills: Use communication symbol packet available from Pacific Northwest Bell Company.

21) Use of pictures for comparison/contrast. Each student has two pictures; student writes sentences of similarity or differences; other students evaluate how well the person perceived and explained.

22) The student will collect data re a VOCATION of his choice, using the following sources: daily newspapers, weekly magazines, trade journals, professional publications. The data will be translated into verbal and nonverbal statements. These will be mounted for display on one of the following devices: mobile, collage, mural, poster. After mounting, student will participate with others in a discussion of his interests, abilities, and career choices, as they are displayed in/on his "object d' art." Following the discussion, the student will note some of the strengths and weaknesses of his "object d' art."

23) Create job interview situations in the form of scripts for radio, stage, TV, etc. Pupils could "produce" these choosing the actors, directing, etc.

24) Based upon a series of photographs related to a vocation, the student will make a response involving (a) a selection of music that he feels is associated with the vocation, (b) a written or oral statement — prose or poetry. He will synchronize the two and make a presentation (either "live" or taped).

YOUR IDEAS AND NOTES

Teacher Suggestions:

1) Student responsibility: student will self-evaluate—teacher is facilitator.

2) Some information may already be available (standardized tests, math, reading, spelling, etc.). Help student interpret the meaning of these scores and place in his "taking stock" notebook at the end of the unit.

3) Teacher will visit each group and give each member feedback on what his strengths and weaknesses are and ways to improve them.

4) The student could draw up a plan (brief paragraph) in which he states what he feels to be his weaknesses and strengths in the communication area and what he can do to improve the weaknesses. This could be later turned into a contract for individualized instruction.

5) At the end of the evaluation period, the teacher can schedule one or two weeks for individualized instruction or class activities where students work on English skills in which they found themselves weak.

References:

Note: See the Bibliography for complete data.

1) ENGLISH ON THE JOB, Book A, Carlin/Ellsworth, pp. 3-25, 30-115, 116-161, 194-210.
2) FIVE WORDS LONG, Dawson/Bamman, pp. 2-12, 79-92.
3) FREE TO CHOOSE, whole book.
4) FREE TO READ, Henry Bamman, Chapter 8 and page 246 and whole book.
5) JOB FINDING KIT, Arnold A. Hirsekorn.
6) INDIVIDUAL READING PLACEMENT INVENTORY, Edwin H. Smith (tests up to 6th grade level).
7) WHAT'S YOUR BAG? (LAP), Ernest Harmon.

Personal Awareness — "Taking Stock of Myself"

Major Objective I: The student will develop an awareness of himself as an individual in the world, including personality traits, interests, and skills.

Sub-Objective D: The student will seek to understand the relationship between language and behavior and its importance in the world of work.

Student Activities:

1) This activity is used to increase students' understanding of how language can serve to enlarge or restrict alternatives for behavior. Example: List the apparent options open to the speakers and the listeners of the following statements:

	STATEMENT	SPEAKERS' OPTIONS	LISTENERS' OPTIONS
1A	Let's change the oil now.	_____	_____
1B	What do you think of changing the oil now?	_____	_____
2A	If you do that again, I'll . . .	_____	_____
2B	What you just did hurts me.	_____	_____
3A	Report at 9:00 o'clock.	_____	_____
3B	Report by 9:00 o'clock.	_____	_____

2) Students might be placed in small groups and take part in a real-life job activity in which the teacher builds in a conflict situation. Hopefully, the conflict will evolve naturally from the activity and not begin with a conflict that must be solved. Perhaps a person must tell another that he has made a serious error. The ensuing discussion is not supervised and the only rule is that kids "language" their way out of the problem. The conversation would be taped without the participating members knowing it. After the conflict is resolved or reaches a stalemate, the members would have the chance to listen to what they have said, PERHAPS in the presence of a teacher. How might the problem have been resolved more easily? Are you satisfied with the result?

3) Given a list of examples of language expressions (similar but different), the student will examine his reaction to each statement including a projection of probable behavior and share orally with the class. For example:

1A "Move over!"

B "I beg your pardon, would you please allow me to pass?"

(This activity is not specifically related to the work world.)

4) If you can find a cooperative sales person who goes from home to home, ask that she come in and give a sample of her sales pitch. Perhaps the sales person will be willing to discuss the word choice, tone of voice, and patterning that they have been taught. If not, then your students can discuss the techniques. Logical sources: COLLIER'S or BRITANNICA ENCYCLOPEDIA representative, Kirby vacuum cleaner salesman, Avon Lady, Heritage Corporation, land development salesman, insurance salesman. Perhaps a parent would volunteer. (Be careful that the sales person does not try to make contact with your students or their parents.)

5) Words tend to evoke particular responses based upon a person's past experiences. Students may undertake a survey of the variety of predictions people make about the

behavior of things that bear certain labels. Example: what actions or behaviors would you predict of:

1.	A box A container A package	4.	A Negro A black A colored	7.	Installment contract Charge account
2.	A supervisor An expediter A boss	5.	A teenager A young man A kid	8.	A customer A client
3.	An engine A motor	6.	A gun A firearm A rod	9.	A Republican A conservative A reactionary

Groups then examine and discuss the connotations each word has.

6) With the emphasis on the importance of behavior, students could role play an interview situation by pantomiming their parts. Observers could discuss their impressions of the participants' roles:

   1. Did the person interviewed appear self-confident? Sincere? What about eye contact?
   2. Did the interviewer seem interested? Hurried?

7) Invite a speaker who will discuss the role of language in work. Likely sources:

   1. Personnel manager at a large department store.
   2. Dale Carnegie official.
   3. Personnel manager for a local insurance firm.
   4. Representative of the telephone company who works with the training of operators.

8) To help desensitize yourself to sarcasm and commands, role play situations where a boss/manager/foreman gives orders to an employee. After the situation is played out, discuss the alternative responses the employee has available and the ramifications of each.

9) Observation of communication patterns. Divide the group into six parts—have three groups discuss a controversial subject. The other three groups will act as observers. As the discussion begins, the observers list all speakers, number of times they speak, who they speak to, etc. Discuss patterns, reverse roles.

10) Communication model: Develop a communication model for your life. List all the people you come in contact with and then also show interrelationships. Discuss the patterns and the overlaps. Compare patterns. Some could also consider the educational or economic level of people on their pattern.

11) A relationship game: List separate events from a single situation on the board; e.g., things that happened in a story, things that happen during a job interview, things that happen leading up to a worker's being fired. Draw a line or stretch a string between any two events and attempt to identify the type of relationship between the two events; e.g., this must have happened after that; this is a cause of that; this is one part of that; this is an example of that; this couldn't have happened without that, etc. The game can be varied to show almost every sort of relationship it is possible to think of: alternative solutions, categories, authority-dependency, description, comparison, contrast, chronology, size, function, or whatever.

12) Before reading a work of literature, role play a situation abstracted from the work. For

example, role play a girl deciding whether to take the blame for her brother, discovered at a drive-in with the family car by their angry father who had forbidden the boy to take the car. (Sophocles' ANTIGONE)

13) Practice understanding the processes of communication. Cast the "message" from various sources into subject/predicate frames:

Subject: WHAT the person is talking about.

Predicate: What the person is saying ABOUT it.

Examples:

	SUBJECT		PREDICATE
Newspaper headline:	Thousands	/	IDLED BY DOCK STRIKE
A short story:	People	/	ARE NO DARN GOOD
A poem:	Fences	/	CAUSE AS MANY PROBLEMS AS THEY SOLVE
Memo from the boss:	Late employees	/	WILL BE FIRED

Cutting up newspaper headlines into two piles—subjects and predicates—then selecting from each pile to form new messages is one way to introduce this activity.

14) Make a list of nouns related to occupations: i.e., foreman, payday, holiday, evaluation. Ask students to add a verb to the noun, making a complete statement: i.e., foreman strike, payday abolished.

15) A group of four or five individuals will be placed on a balloon with only one parachute. Each individual will assume the role of an occupation. Explain in an oral speech why his or her occupation is more important than any others. After all speeches students decide which individual is in the more important occupation and who, therefore, gets the parachute. A time limit may be needed here, but allow at least 15 minutes. If students are performing in several small groups, a "debriefing" session might be held for the groups to share their results and their reactions.

YOUR IDEAS AND NOTES

Personal Awareness – "Taking Stock of Myself"

Major Objective I: The student will develop an awareness of himself as an individual in the world, including personality traits, interests, and skills.

Sub-Objective E: The student will be given experiences in decision making and will examine his own ability to make decisions.

Student Activities:

1) Given a short sketch of an individual, list five things the individual valued. Student will identify those items which he or she would or would not value, based upon the list from the personality sketch. Discuss your rationale for your selection.

2) If you sense students have limited perceptions of what decision making is, you may want to discuss the concept with them by developing questions such as these:

   a) What kinds of choices, or decisions, did you make today? (To get up or not to, to go to class or skip it, to do the assignments or not to, etc.)

   b) What determines how we will make a decision? What influences us? (What we really want, what others say and do, how others expect us to act, etc.)

   c) Are we always pleased with the decisions we have made?

   d) What makes a decision a "good" choice?

   e) Can you share some good decisions you or others have made? What made them good? What was one of the most difficult decisions you have made recently? What made it difficult?

   f) Can you share some poor decisions? What made them poor?

   g) What is most important to us when we're making decisions? The idea of "what we value" will probably emerge in some form. Encourage students to develop individually or in small groups a list of what is important when he/they are faced with decisions. This information can be shared in class so that students are aware their values are sometimes similar, sometimes radically different from one another.

3) Write a definition of a value and share your perspectives.

4) Questions to generate questions about consequences:

   a) If a person chooses a certain occupation, is he stuck with it for life?

   b) Are long hours and hard work ingredients that will insure success?

   c) Does advancement in an occupation carry with it any disadvantages?

   d) Is a person in a supervisory position required to look out for the emotional welfare of his employees?

   e) If you choose to work alone, consider these questions: Is it satisfying? Can you change and grow? Will you improve your skills?

5) Questions tc generate decision making processes:

   a) What jobs are exciting and worthwhile?

   b) What jobs are seemingly tedious and uninteresting?

   c) Would you prefer a job that provides you with lots of money? Why?

   d) Pick a job that you think would teach you the most. Why did you choose it?

   e) Can you select a job tht will allow you a lot of spare time? Why does this job have spare time associated with it?

6) Questions to generate thought and exploration:

   a) What is a job?

   b) Why is it labeled with the term "job"?

   c) Where does it take place?

   d) How long does a person who has a job work during the day?

   e) What does a job provide for a person?

   f) What do jobs provide for society?

   g) How do jobs shape a person's personality.

   h) How much novelty can be expected from a job?

   i) What jobs are complex?

   j) What jobs are simple?

   k) What jobs are satisfying?

   l) Is a job necessary to the welfare of a person?

   m) Do all jobs provide for your personal welfare — emotionally?

7) Student is in charge of a village that is forced to evacuate by means of the bordering river; all other access routes to the village are destroyed. The problem is that there are 60 villagers and only enough boats for 40 people. What is to be done?

8) Choose an occupation of interest and then assume you are approximately 35 years of age. Research and decide which is the best means of achieving personal success. Decide on where you will work, salary expectations, family status, future expectations, etc.

9) The STP Problem Solving Procedure. The class selects a problem they're concerned about and about which they have some information. Indicate you would like them to state in trios their community ideas about the problem. After trio has completed their ideas, introduce them to STP procedure.

S	T	P
Situation	Target (Goal)	Proposal

Describe categories, get paraphrase, then ask students in trios to categorize their comments. Then have trios share five comments with the class and feel free to disagree with the comments and/or the categorizations. Next, ask class to determine which needs and

procedures relate to which goals. Are all the needs "covered"? Do the procedures relate to the goals?

10) Unit on stock market: Student receives $10,000 upon death of relative; forced to invest in number of stocks, etc.

11) Work through any inquiry problem using the inquiry technique.

12) Lifeboat game — ship sinks — there will be 12 of 25 able to go in the remaining lifeboat. Who has to stay?

13) A. Read stories selected that have to do with mystery; i.e., solve murder, etc.

B. Set up a live situation and have students react to it — stresses observation.

14) Given a list of decisions, pick the five most important decisions and list them in order of importance and after each write why it was important or critical. Share your list with other students.

15) Create a hypothetical situation in which your fellow students must select six out of twelve people who will be allowed to go into a bomb shelter with enough food, air, and space for six people for a period of thirty days. Students will be given background information on each individual and will base his decision upon this information and his own values.

16) Fill a small bag with variety of items (small blocks of wood, nuts, bolts, marbles, pieces of cloth, etc.). Student empties bag on table and begins to arrange items according to categories he has identified. (Other classifications may be had; in fact, as many classifications can be developed as imagination and perception of student allows.)

17) Students (3-4) are given ONE element of a situation (e.g., two people are standing on street corner.) They decide on what elements are needed to make the situation suitable for dialoguing. Dialogue it!

18) Write on cards controversial or opinion statements. Divide students into groups and distribute one card to each group. Each group must then unanimously agree to disagree with the statement on his card (each student may also be responsible for one reason for group's decision.) Reassemble and have each group state its decision and reasons for the whole group to respond to.

19) Show films such as confrontation (San Francisco State College Riots) and discuss the various positions the people in the film were forced by their beliefs to take. Evaluate the dismissal of students at the college and make value judgments on them. Share your judgments with others.

20) Group students into labor and management. Have each group draw up a list of basic requirements regarding salaries and working conditions. Negotiate to a conclusion.

YOUR IDEAS AND NOTES

Teacher Suggestions:

1) Good resource book is **DECIDING** by H.B. Gelatt, Barbara Varenhorst, and Richard Carey. It is published by the College Entrance Examination Board, New York, 1972. It may be ordered from the Publication Office, College Entrance Examination Board, Box 592, Princeton, New Jersey, $2.50 a copy.

2) Teaching material for decision making: a booklet filled with little exercises about the pitfalls in decision making, "Why Do We Jump To Conclusions?" available from the Semantics Society, less than a dollar.

3) Games — Decision Making:

   Monopoly-type games can be used to foster decision making, because kids get IMMEDIATE feedback regarding their choices, their decisions to act in a particular way.

4) Films from Learning Corporation of America, available on preview, are excellent for this unit, expecially "A Question of Values" (Lifeboat problem, related to Activity 12).

5) Contact the Coca-Cola Company for their "Ecology Game"—excellent for role playing, forcing students to make decisions.

References:

Note: See the Bibliography for complete data.

1) STP Problem Solving Procedure.

BEST COPY AVAILABLE

II

OPPORTUNITY KNOCKS

"What's Out There?"

Major Objective II: The student will survey occupational opportunities and begin to relate his interests, abilities, and English skills to general occupational fields (clusters).

Opportunity Knocks — "What's Out There?"

Major Objective II: The student will survey occupational opportunities and begin to relate his interests, abilities, and English skills to general occupational fields (clusters).

Sub-Objective A: The student will examine several occupational areas.

Student Activities:

1) Using the information gained in the first units, bring in speakers, films, and special programs related to expressed interests and abilities.

2) Prepare a summary sheet on each presentation.

3) Schedule a field trip for the class to either or both the high school vocational department and a vocational school in the area. (Consult your teacher for help.)

4) Schedule additional speakers and programs from vocational departments.

5) Help build a class library of free or inexpensive materials outlining employment opportunities in the U.S. (i.e., government, union, or industry publications). Also, add a shelf of library materials on loan and check State Coordinating Council for Occupational Education material available from Olympia.

6) From speakers, films, programs, and literature, prepare three job descriptions. Include training, salary range, job availability, future English skills required, working conditions.

7) After researching the nature of jobs, prepare collages from clippings which represent the image of that task in terms of tools, activities, locations, etc.

8) Check the local daily paper; read the help wanted ads and choose one to answer in proper letter-writing form.

9) Demonstrate effective interview skills in securing information by arranging and conducting an interview with three people representing three vocations.

10) Conduct an interview with parents acting as interviewer or interviewee.

11) A student will research job opportunities and prepare a program, "I've Got A Secret," to inform the class of his chosen vocation. (Blindfold panel and panelists ask questions about his vocation that can be answered "yes" or "no." Panel guesses vocation.)

12) Prepare 8mm movies of the local scene depicting business opportunities. The student will have the chance to better know what he would like to do by arranging a visitation at a place he might like to be employed, followed up by a report to the whole class or to class members who are also interested in the same area.

Example: Student wants to be a laboratory technician in a hospital. Arrange a tour of the lab by phone or letter. Talk to people about education needed, pay, hours, duties—anything significant as an interested inquirer.

Tasks for students:

1. Prepare questions in advance to ask people while on tour.
2. Set up an interview.
3. Attend interview.
4. Prepare report to fellow students.
5. Write thank you letter to laboratory personnel.

13) Collect clothing/head gear relating to different occupations. Students could write letters requesting information/material. Display letters and materials in classroom.

14) Bring in speakers from all fields of work. Students could make arrangements via telephone or appointment.

Example: Public employees
Semi-skilled
Professional

15) Students bring in tools representative of various occupations. They could write letters requesting information/materials. Display tools and letters in classroom.

16) Students tape record an interview with a personnel director and share with class. Build up a bank of taped interviews.

17) Student will select a vocation, then take photographs of people involved in the vocation. The photographs can be arranged to make a particular statement about the vocation.

18) Small groups can make a manual or a catalog for a vocation, including all data possible, including photographs, diagrams, blueprints, etc. Each pupil could research his own vocation. The student will contemplate about the probable new occupations of the future. He will project the possible job description, pay requirements, and the personal skills he will need to have to function in the role.

19) Through role playing, improvisation, or small group exercises, examine the possible need for mobility.

Examples:

1. Desire for job improvement.
2. Closure of the plant because of an ecological problem.
3. Job becoming obsolete.
4. Employer changes mind.
5. Product demand drops.

20) "What's My Line?"

A. Student researches interest area (job) getting information on job availability, average salary, and educational and job requirements.

B. After completing research, he is quizzed in front of class (5 minutes) by other students whose purpose is to discover the interest area.

21) Filmstrips can be made on any area of the "world of work"; i.e., obtaining a job, keeping a job, etc., a particular job cluster.

22) Develop a Learning Resource Center LAP whereby, through an inquiry approach, students individually learn how the LRC works; specifically, the card catalog, references (emphasis on encyclopedias and READERS GUIDE), and book classification. For the full procedure, write to or get in touch with Dr. Jim Barchek, Language Arts Coordinator, Kent, Washington, and ask for the Library Skills LAP.

23) Knowing needs of positions: List the jobs you are most interested in, group these by clusters. Divide your fellow students to cover each of the clusters. Discuss the specific needs of each job—job differences. Print the listings and post them in the room.

24) Be a tour guide:

1. Select area of interest.
2. Research, organize, set introduction to students (lets them know in speech) where, who, why, etc.

3. Select pictures, material sent for, slide, etc., and take class on tour.
4. Be able to answer questions.

25) Research the nature of jobs; prepare collages from clippings which represent the image of that task in terms of tools, activities, locations, etc.

26) Display in classroom. Browse through vocational materials in either the resource center or wherever materials are located in the classroom. Build a bulletin board display. Make it competitive on the basis of balance, information, artistry. Have pictures of people at work.

27) Plan field trips to visit different businesses. Tour the facility and interview the boss. Ask him to relate to the group the common causes for termination of employees. Discuss these reasons for termination with the class and evaluate them.

28) As a result of a field trip (or while on field trip) involving a vocation, the student will list those aspects of the vocation that he finds appealing/interesting/intriguing; also, list the negative features of the vocation. Compare list with others to identify **COMMON** items and **UNIQUE, INDIVIDUAL** items.

29) Collect data regarding **A VOCATION** of his choice, using the following sources: daily newspapers, weekly magazines, trade journals, professional publications. The data will be translated into verbal and nonverbal statements. These will be mounted for display on one of the following devices: mobile, collage, mural, poster. After mounting, student will participate with others in a discussion of his interests, abilities, and career choices as they are displayed in/on his "object d' art." Following the discussion, the student will note some of the strengths and weaknesses of his "object d' art." Have students make mobiles, collages, bulletin board displays, etc., concerning occupational area.

30) Each student selects a vocation; researches it for data needed to inform someone else what the vocation is about, where to go, whom to see, questions to ask, answers to give. Photographs, drawings, illustrations, diagrams, etc., that are informative should be included. Keep catalog entry to **ONE PAGE.** (Format and contents to be decided upon by class.)

YOUR IDEAS AND NOTES

Teacher Suggestions:

1) When speakers are asked to come, they are asked to cover (in addition to information about the company) information on what types of communication (English) skills are required or handy to have.

2) Keep the list of speakers and programs centered on interest areas but take into account job potential now and in the near future.

3) Stress in class or through the speakers the flexibility required in preparing for future job markets.

4) For a report on a survey of communication skills and personality characteristics viewed as important by businessmen, colleges, and parents, write to Bob Mahan, Basic Skills Office, Seattle Public Schools, 515 W. Galer, Seattle, Washington 98119.

References:

Note: See the Bibliography for complete data.

1) **CAREER ORIENTED EDUCATION.**
2) **FIVE WORDS LONG**, Dawson/Bamman, pp. 1-62, 77-124.
3) **FREE TO READ**, Henry Bamman, p. 37.
4) **THE MILLERS AND WILLIE B.**, Lerner & Moller (one of a series).
5) **OCCUPATIONAL EDUCATION FACT FINDING SERIES** (Part I), pp. 1-12.
6) **OCCUPATIONAL OUTLOOK HANDBOOK**, U.S. Department of Labor.
7) **PAC — PEOPLE AND CHOICES CAREER FOLIO**, Bernard C. Watson (set includes 100 job descriptions).
8) **WHAT'S YOUR BAG?** (LAP), Ernest Harmon.

Dear Parents:

This year our class will be studying careers. One major emphasis will be on a study of workers in the community who have in their background a knowledge of simple utensils and hand tools used by the family.

A child should be shown, from the beginning of his school years, that there is a real need for him to be learning. He should be shown that what he is learning in school will be useful to him as it prepares him for adulthood. I feel that this can be accomplished by introducing the students to workers in our community who can tell them how school helped them with their jobs and by giving the students "hands on" activities using utensils and tools that some workers use.

Our course of study will give you, as parents, an opportunity to participate in your child's education. Please fill out the following questionnaire and send it back with your child.

Thank you.

1. What is your job?

2. Would you be willing to talk to our class about your job at some time during the year? yes no

   Could you come to school hours, M-F, 8:40 a.m.—3:10 p.m.? _____

   Could you bring with you any uniform, tools, or equipment you use on your job? _____

3. If you cannot visit the classroom, would you be willing to fill out a job interview form that can be read to the class? ____ yes ____ no

4. If you cannot visit the classroom, would you be willing to recommend someone else? If so, please list the person's name and where he or she can be located.

5. Would you have any time when you could come to the classroom and demonstrate any of the following?:

   _____ Solid and liquid measuring instruments
   _____ Basic cooking utensils
   _____ Simple woodworking tools
   _____ Needle and thread
   _____ Basic needlework stitches

6. Do you have a hobby, collection, or talent you would like to share with the class?

LEARNING ABOUT A JOB

Teacher Suggestions:

A. Sources of Occupational Information

I. For Workers and Employees

1. Telephone directory
2. Local offices of employment service
3. Chamber of Commerce
4. Labor union
5. Professional and trade associations
6. Banks
7. Relatives and friends
8. Teachers and vocational counselors

II. Publications

1. Occupational Outlook Handbook
   U.S. Bureau of Labor Statistics
   Washington D.C.

2. Job Guide For Young Workers
   U.S. Employment Service

III. Questions for Students to Seek Answers

1. Nature of Work
2. Future prospects
3. Work environment
4. Qualifications for employment
5. Aptitudes
6. Tools and equipment needed
7. Legal requirements
8. Unions
9. Apprenticeship
10. Method of entrance
11. Advancement
12. Earnings
13. Vacations
14. Hazards
15. Advantages and disadvantages
16. Discriminations

Teacher Suggestions:

This is a survey to better help you understand a particular occupation.

JOB TITLE

1. What duties do you have to perform?
2. Why did you choose this particular job?
3. What are the special physical demands?
4. What educational requirements do you need to do your job?
5. What school subjects have especially helped you to do your job?
6. What do you like about your job?
7. What do you dislike about your job?
8. Are there any special tools and equipment required in this occupation?
9. What are the special interests people in this occupation possess?
10. Do you have to have a certificate or license to work in this occupation?
11. Do you have to have any special physical skills to do your job?
12. What are the average earnings per week in this occupation?
13. Are there advancement opportunities in this field?
14. What would happen if your job did not exist after you were prepared for it?
15. If I were to decide to go into this occupation, what decisions would I have to begin making?

Opportunity Knocks — "What's Out there?"

Major Objective II: The student will survey occupational opportunities and begin to relate his interests, abilities, and English skills to general occupational fields (clusters).

Sub-Objective B: The student will become familiar with terminology from the world of work (i.e., W-2's, pink slip, resumé).

Student Activities:

1) Brainstorm words such as **CAREER** or **OCCUPATION.** List terms that are special to particular crafts such as in newspaper work—**EDIT, TYPO, DEADLINE.**

2) Develop a job vocabulary. Students are responsible for learning the spelling and meaning.

3) Select from a government listing of existing occupations those that have the most glamorous sound, then meet in small groups to discuss your lists. The discussion should include the advantages and disadvantages of committing oneself to an entire course of studies just because one is "in love" with the sound of the title, **LAB TECHNICIAN.** Discussion groups might speculate about the extent to which people aspire to various occupations on the strength of the sound of the job title; also the extent to which good jobs go unfilled because they bear unglamorous titles.

4) Fees — salary and benefits (What is it all about?)
Through speakers, small group discussion, or role playing, examine salaries—the deductions and why they are made; union and company regulations and benefits; employment agencies and their fees.

5) Develop a crossword or hidden word puzzle designed to acquaint the reader with the terminology of his chosen vocation.

YOUR IDEAS AND NOTES

Opportunity Knocks — "What's Out There?"

Major Objective II: The student will survey occupational opportunities and begin to relate his interests, abilities, and English skills to general occupational fields (clusters).

Sub-Objective C: The student will examine society's attitudes toward various occupations.

Student Activities:

1) Bring two pictures of people with whom occupations might be associated. These pictures are then displayed in the classroom without identification. In discussing identification of the occupations, students become aware of physical characteristics identified with various occupations; i.e., uniforms, age, lunch pail, etc., and the resulting feelings and values our society holds for each.

2) Work through LAP, "Why Work?"

YOUR IDEAS AND NOTES

Opportunity Knocks — "What's Out There?"

Major Objective II: The student will survey occupational opportunities and begin to relate his interests, abilities, and English skills to general occupational fields (clusters).

Sub-Objective D: The student will become familiar with the influence of automation and of supply and demand on the job market.

Student Activities:

1) Through improvisation or brief prepared skits participate in the subject.

   Ideas: 1. Students divide into teams. Develop a scene showing the conflict or problem of automation and loss of a job.

   2. Develop some crisis situations. Give a crisis basic characters and assign parts; have them improvise.

   3. Role play a supply and demand crisis in a factory personnel office.

2) Suggested films to use:

   1. 1999 — (Philco-Ford)

   2. WHY MAN CREATES (Rarig Film Company — Seattle)

3) Develop a game or games utilizing the situations caused by automation (elimination of jobs, creation of jobs, financial crises resulting therefrom, etc.).

4) Use the VIEW deck found in your library (Vital Information for Education and Work). Page 2 of each entry lists the prospects and opportunities including present prospects, future prospects, opportunities for advancement and other jobs in the career family.

5) Speakers or panels: after surveying the community resources, invite speakers and/or panelists to speak on the effect of automation on the job market. These should cover past, present, and future occupations.

   Possibilities:

   1. Panel of retired businessmen, man now in development office, and student or apprentice.

   2. Personnel officer of a large firm.

   3. Managers of companies who are automating.

6) Use ballad, "John Henry" (poem or recording of musical version). Discuss John Henry's losing his job to the steam drill, its effect on his spirit.

7) Small Group Discussion Ideas:

   a) What would you do if you were working and suddenly your job didn't exist any more because of automation?

   b) What jobs which don't exist at this time do you think might be available in the next ten years? Twenty years?

   c) What jobs that you know about have become obsolete in the past ten years? Twenty years?

   d) What jobs do you think may become obsolete in the next ten years? Twenty years?

e) Develop a graphic or 3D project that shows the effect of automation or supply and demand.

f) Have group speculate on what might happen if . . . (task III, Taba).

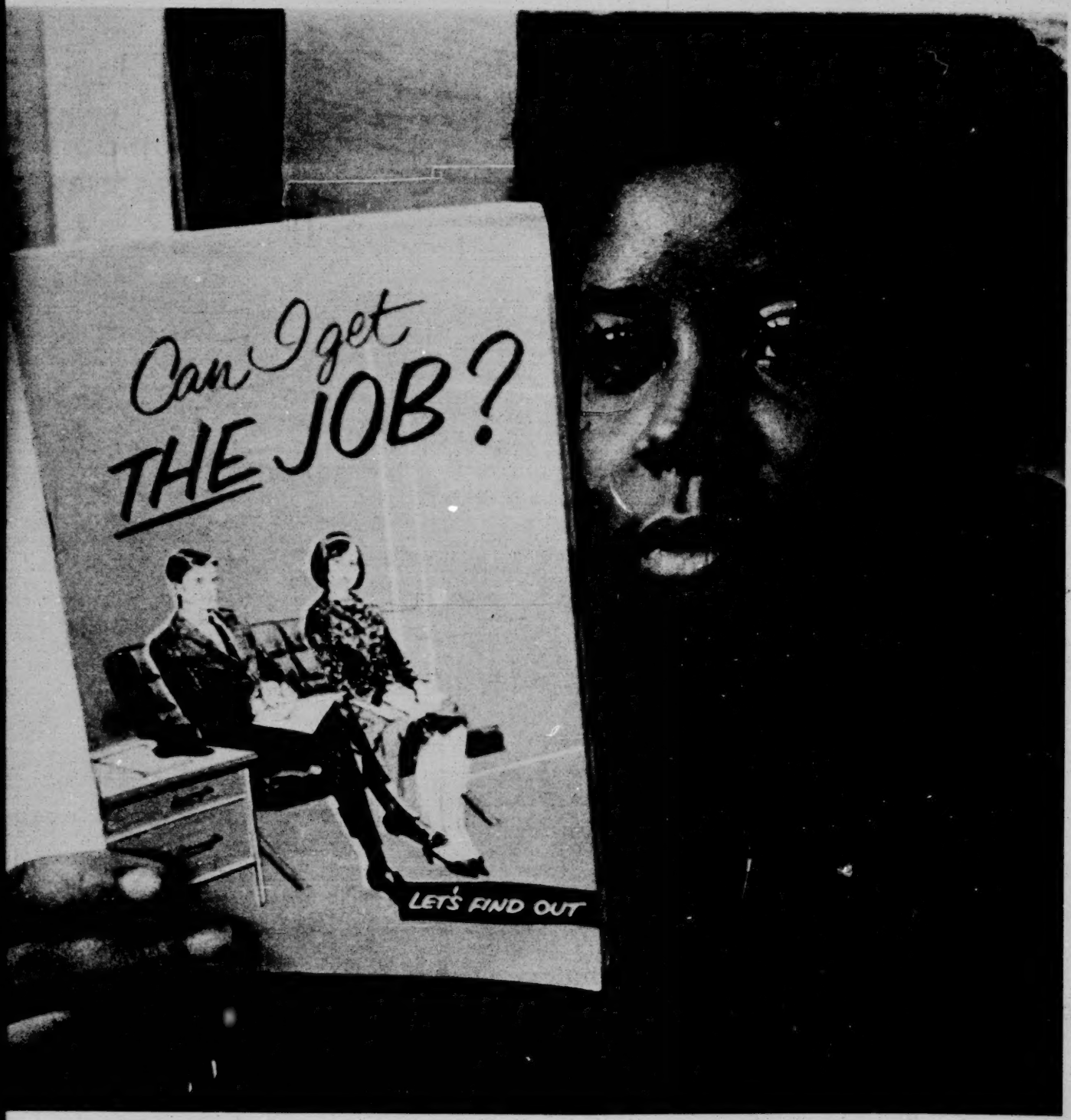
8) Select and research an industry, area, product, or city which has been affected by automation and/or supply and demand in the job market; i.e.,

movie industry	railroads
Pittsburgh, PA	Boeing Company
transportation	ecology

9) Examine the need for changes in educational programs to prepare people for jobs in the future. Write a course of study program to present to the teacher and fellow students. Then discuss the programs designed with a group.

10) Contemplate about the probable new occupations of the future. He will prospect the possible job description, pay, requirements, and the personal skills he will need to have to function in the role.

YOUR IDEAS AND NOTES



III

GETTING THE JOB

"Communicate or Be Lost in the Shuffle"

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Major Objective III: The student will develop the language arts skills necessary to find and to secure employment.

Getting The Job — "Communicate or Be Lost in the Shuffle"

Major Objective III: The student will develop the language arts skills necessary to find and to secure employment.

Sub-Objective A: The student will compile a complete personal resumé that includes all necessary information.

Student Activities:

1) Make a bulletin board with instructions, samples, and large mock-up of resumé. Provide questions that are to be answered as students read the bulletin board.

2) When students have completed personal resumés, arrange to have them read by local personnel people. Have the person comment on the document's content and quality.

3) Write and study ads: Have a paper for each student; let them take several ads and try to determine what the employer would like to see in a resumé. After studying the ads, write several "ads" which tell the full story of the job.

4) Listening and Observing: Use listening — nonverbal and verbal exercises to help students recognize need for accuracy and clarity.

YOUR IDEAS AND NOTES

Teacher Suggestions:

1) There are a number of guides available on how to write a resumé :

   JOB FINDING KIT — Coordinating Council for Occupational Education;

   NORTHWEST EDUCATION & EMPLOYMENT DIRECTORY — Jobs Unlimited, Inc., Everett, Washington.

2) Explain purpose and form of resumé cover letter. (Bring in samples.)

3) At the end of this activity each student will have in his possession three perfect copies of his resumé to use as he wishes.

4) Have sample resumé's for use in the class.

References:

Note: See the Bibliography for complete data.

1) **DECIDING**, Gelatt, et al.

2) **ENGLISH ON THE JOB**, Book A, Carlin/Ellsworth, pp. 194-210, 116-161.

3) **FIVE WORDS LONG**, Dawson/Bamman, pp. 33-44.

4) **GETTING A JOB — THE WORLD OF WORK 2.**

5) **JOB FINDING KIT**, Arnold A. Hirsekorn.

6) **THE LETTERS YOU WRITE**, The Turner-Livingston Communications Series.

7) **SELF-APPRAISAL AND ASSESSMENT STRUCTURE**, Stanley R. Ostrom.

8) **SPRINGBOARD**, p. 23.

9) **WHAT'S YOUR BAG?** (LAP), Ernest Harmon.

10) **WHO'S HIRING WHO?**

Getting The Job — "Communicate or Be Lost in the Shuffle"

Major Objective III: The student will develop the language arts skills necessary to find and secure employment.

Sub-Objective B: The student will identify **JOB LEADS** in an area of interest, using as many different sources as he can.

Student Activities:

1) In small groups, brainstorm where to look for a job or if some students have had one, where they got information about the job. List sources of leads.

2) Interview at least three people who are currently employed and ask them how they found out about their first job. Report back to your group.

3) Locate job possibilities in the daily newspaper. Find at least three addresses for a letter of inquiry (show them how to watch out for problems.)

   a) Using want ads.

   b) Using general news only; i.e., news stories about new stores, factories, government contracts, obituaries.

4) Write and place an effective situation wanted ad.

5) Interview and take notes on the services offered by both a private and a public employment agency. Ask questions about: what jobs are in demand, what the charges are, what percent of people get places successfully, are people placed outside the area very often?

6) Build a list of people you know who would be helpful in finding a job. Give name, address, phone, and position. Talk to two or three.

YOUR IDEAS AND NOTES

Teacher Suggestions:

1) Students may tend to believe an outside source of information on job leads, so bring in a speaker from the State Employment Office.

2) For Activity 2, prepare students by building a list of three or four questions; i.e., What was your first job? Where did you find out about it? How did you get it? Are you still on the same job?

3) Talk about jobs you have had (in and out of education), and how you got them.

4) Diversify student interviewees: Ask someone who has just recently entered the job market and one who has been in it for awhile.

5) Have a high school counselor come in and talk about job and training placement. He should also cover questions generally asked the school by employers.

References:

Note: See the Bibliography for complete data.

1) **CAREER ORIENTED EDUCATION**, "Teaching Horticulture," "A Class Newspaper" (career oriented).

2) **FREE TO CHOOSE**, H. Orville Nordberg, pp. 153-57.

3) **FREE TO READ**, Henry Bamman, p. 30.

4) **JOB FINDING KIT**, Arnold A. Hirsekorn.

5) **SPRINGBOARD**, p. 23.

Getting The Job — "Communicate or Be Lost in the Shuffle"

Major Objective III: The student will develop the language arts skills necessary to find and secure employment.

Sub-Objective C: The student will write an acceptable business letter of inquiry.

Student Activities:

1) In small groups, establish criteria for a good business letter.

2) Using a lead address from Activity III, B, 3, write a letter of inquiry asking about job possibilities, background in personal and communications skills needed, and high school courses suggested for work in this area. Request a job application form. Address an envelope and mail this letter. Evaluate your letter against the criteria for inquiry letters.

3) Review the qualifications of a good cover letter to a resumé and write one.

4) Write a letter to a union, professional group, or government agency, requesting information on a specific career choice.

5) Write a letter requesting free or inexpensive career information for inclusion in the class library.

6) Write a letter of resignation.

7) Write letters requesting information (bulletins on occupations, ordering materials, and correcting an order which was not properly filled). Do exercises in following directions (order blanks, accident reports).

8) In a paper or small group, contemplate the probable new occupations of the future. Project the possible job description, pay, requirements, and the personal skills a person will need to have to function in the role.

9) Bring in speakers from all fields of work. Make arrangements via telephone or appointment. Example:

public employees
semi-skilled
professional

10) Letter writing:
a) Learn form of semi-block and block.
b) Find out about tax, postage weight, how sent.
c) Figure location and zip code—postage range, etc.
d) Classify types of communication: Social, business, acceptance, regrets, invitations, applications, appointments.

Teacher Suggestions:

1) Have students in small groups check each other's letters in the rough draft stages.

2) Check letters before they are sent.

References:

Note: See the Bibliography for complete data.

1) **ENGLISH ON THE JOB**, Book A, Carlin/Ellsworth, pp. 3-25, 30-115, 194-210, 211-262.

2) **FREE TO CHOOSE**, H. Orville Nordberg.

3) **JOB FINDING KIT**, Arnold A. Hirsekorn.

4) **SPRINGBOARD**, p. 23.

5) **VOCATIONAL ENGLISH**, Jochen & Shapiro, Book 1, pp. 195-216, Book 3, pp. 256-262.

Getting The Job — "Communicate or Be Lost in the Shuffle"

Major Objective III: The student will develop the language arts skills necessary to find and secure employment.

Sub-Objective D: The student will fill out correctly at least three different types of application forms encountered in the world of work.

Student Activities:

1) Prepare questions to ask a personnel speaker, i.e., what they look for, what English skills are handy, how to fill out forms. Take notes and fill out an application during a visit of a personnel specialist.

2) Complete an employee aptitude and screening test from several personnel offices. (Get copies from your teacher.)

3) Ask personnel speaker to go over two samples of a completed application form—one completely correct and another at least partially incorrect.

4) In small groups, develop criteria for well-filled-out forms and, using this criteria, evaluate several types of forms filled out by the students.

5) Role play: You are a personnel officer and you work for a company of a certain type. You need a particular type of employee. Devise an application form and method of evaluating those who fill it out. Have student in your group fill it out. Evaluate it. Did you get the information you needed? What was left out? What was repetitious? What items did not give you the information you expected?

6) Fill out a job information fact sheet or resume´, to be carried with you when you go to fill out applications. Use application forms from the class as guide to what information is helpful to have. List names and addresses, phone numbers of references and former and present employers, dates of employment, approximate salary and wage.

7) Letter writing unit: Learn the form of semi-block and block.

8) Work on order blank forms—tax, postage weight, how sent. Be able to figure location and zip code, postage range, etc. Communication: social, business, acceptance, regrets, invitations, applications, appointments.

Getting The Job — "Communicate or Be Lost in the Shuffle"

Major Objective III: The student will develop the language arts skills necessary to find and secure employment.

Sub-Objective E: The student will experience the interview situation by participating in several mock interviews and by making evaluations of others.

Student Activities:

1) In small groups discuss and prepare an evaluative tool for interviews.

2) Watch a film on the correct techniques of interviewing: **THREE YOUNG MEN, THREE YOUNG WOMEN**, available through most intermediate school district libraries.

3) Conduct several interviews in class with an outside teacher or counselor acting as the interviewer (use resume´s and application blanks completed earlier). Use group-developed critique to evaluate.

4) Have two girl students, Susie Wright and Susie Wrong, dressed correctly and incorrectly, enter the room as if appearing for an interview. Critique their appearance.

5) Have a businessman (personnel officer) conduct interviews with two to four students in the class for a job at his business and discuss which one he would hire and why.

6) Make an outline of your movements and preparations and activities on interview day. Refine and combine in total group activity after small groups work on lists.

7) Role playing. Example: One student interviewing another for a job. The rest of the class listens and reacts.

8) Tape record an interview with a personnel director and share with class. Build up a bank of taped interviews.

9) Develop mock job interviews: apply in writing for a specific job, then go through an interview for it with the school counselor or other person asked to represent the Personnel Department. Before the interview students had to know minimum wage, mother's maiden name, appropriate attire, etc. They practiced on each other first. After the interview, interviewer explained to the interviewee why he was a hire, a no-hire, or a possible hire and why.

10) Group class by fours or fives. Separate boys and girls. Have each group discuss and determine what are important standards of appearance for job interviews.

11) Videotaping interview. Tape several interviews; try to show good and bad techniques, ways of talking, dressing, etc.; discuss the tapes. Use students in follow-ups to show how they might be changed.

12) Conduct an interview with parents acting as interviewer or interviewee. Tape it, play it for your group.

13) In groups, write the script and dramatize for the class a puppet show illustrating "Susie Wright" and "Susie Wrong" interviewing for a job.

14) Nonverbal communication in interviews: Find out about nonverbal signals and their meaning. Divide the class into three parts. One group will work as employers one as job seekers, and the third as observers. Each will consider their role in the activity and plan sequence. Interviewers should discuss ways to put employees at ease and to upset them. Interviewees should pick a role or type to play. The observers should think about the nonverbal signals and plan how to list them. Do interview verbally and nonverbally. Evaluate in trios.

15) Create job interview situations in the form of scripts for radio, stage, TV, etc. Pupils could "produce" these, choosing the actors, directing, etc.

16) Role playing: Interview for a job with students being interviewer and interviewee. (other class members evaluate.)

17) Learn about job interview techniques typically used by employers by developing a work-game packet followed by a real interview. The packet could include several tasks—all simulated to be as real as possible:

    1. letter writing — set up interview letter; post-interview letter.

    2. papers — autobiography; resumé (letters and papers to be ready by someone other than teacher—audience is extremely important.)

18) Demonstrate effective interview skills in securing information by arranging and conducting an interview with three people representing three vocations.

YOUR IDEAS AND NOTES

Getting The Job — "Communicate or Be Lost in the Shuffle"

Major Objective III: The student will develop the language arts skills necessary to find and secure employment.

Sub-Objective F: The student will learn how to use the phone effectively to secure information about employment.

Student Activities:

1) In a telephone conversation giving a brief resumé and requesting an employment interview, try to receive a score of 15 points or more on the following rating sheet. Have the other members of your class rate you.

	Very Effective				*Somewhat Ineffective*
			Adequate		
a) Politeness proficiency	5	4	3	2	1
b) Voice control, quality and volume	5	4	3	2	1
c) Important and appropriate information given	5	4	3	2	1
d) Accurate information	5	4	3	2	1
e) Using correct English and avoid slang expressions	5	4	3	2	1

2) Play the role of an applicant requesting a job interview over the phone.
   a) Through receptionist
   b) Get interviewer's name from receptionist, correctly pronounced
   c) Simulated conversation
   d) Restate agreed upon material at end of conversation (i.e., appointment, time, and place)

3) Make a bulletin board of telephone tips. Have the class study it for three minutes and then take a "fake" quiz on it and discuss answers.

4) Create job interview situations in the form of scripts for radio, stage, TV, etc. Pupils could "produce" these choosing the actors, directing, etc.

Teacher Suggestions:

1) Obtain telephone from Pacific Northwest Bell; get Bell representative to come to classroom, demonstrate correct calling procedures. Use copies of "Telephone Tips" brochure from PNWB when discussing use of phone.

2) **SPRINGBOARD**, Special Service Supply, p. 30.

3) Pacific Northwest Bell has a unit on telephone techniques and will loan telephone equipment and provide room posters.

IV

HOLDING THAT JOB

"How You Act Is What You Get"

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Major Objective IV: The student will become aware of the importance of positive attitudes, communication work skills, and interpersonal relationships that will allow him to maintain and to improve his position in the world of work.

Holding That Job — "How You Act Is What You Get"

Major Objective IV: The student will become aware of the importance of positive attitudes, communication work skills, and interpersonal relationships that will allow him to maintain and to improve his position in the world of work.

Sub-Objective A: The student will become aware of the attributes of a productive worker and seek to improve his ability to fit in and to produce on he job.

Student Activities:

1) In small groups, develop a list of personality traits and work habits which make a person fit into a work team (i.e., acceptance of criticism, loyalty, tardiness, attendance).

2) Roll play on-the-job conflict situations as prepared by small groups from dittoed information sheets. (Before presentation the group should have the reasons for the conflict and possible methods of resolution.)

3) Write a paragraph discussing the personality traits necessary for job success.

4) Write a paragraph evaluating your own personality traits and habits in terms of the ideal for job success. List areas and ways in which you need to improve.

5) Prepare a list of questions to ask a speaker from the business community about what he considers the attributes of a productive worker-to-be.

6) Put yourself and two other students in a conflict situation where two of the three people have a disagreement. The task of the third student would be to resolve the conflict. There are many typical conflicts that occur between workers.

   a) Customer at sales counter waiting to be waited on, slow clerk, manager/owner.

   b) Busboy spills food on regular customer, customer upset, manager observes, reacts.

   c) Game warden, dog trainer, hunter (out-of-season hunting) shoots at movement!

7) Write a script and dramatize for the class a puppet show illustrating positive attitudes and effective interpersonal relationships on the job.

8) Examine the need for changes in your educational program to prepare you for jobs in the future. Write a course of study program to present to the teacher and his fellow students. Work through the program you have designed.

9) Plan field trips to visit different businesses, tour the facility and interview the boss. Ask him to relate to the group the common causes for termination of employees. Discuss these reasons for termination with the class and evaluate them.

10) Bring in speakers from all fields of work. Make arrangements via telephone or appointment.

    Example: Public employees, semi-skilled, professional.

11) Through small group discussion, agree on five qualities that are necessary for an individual to maintain a job. Process: (1) Participants seated in a circle, with an outer group of nonparticipants keeping an individual flow chart which shows the pattern of discussion through a continuous line drawing. (2) Students learn the various leadership responsibilities of group discussion participants, specifically to facilitate, to clarify, to summarize, to draw out ideas, to build on ideas expressed, not to block discussion, not to dominate, and to agree and to disagree appropriately. (3) Evaluate discussion through flow charts, leadership qualities of participants, and achievement of goal for discussion. (4) Role

playing various group discussion participants' roles, both negative and positive; for example, clarifier and dominator.

12) A Relationship Game: List separate events from a single situation on the board; e.g., things that happened in a story, things that happen during a job interview, things that happen leading to a worker's being fired. Then students draw a line or stretch a string between any two events and attempt to identify the type of relationship between the two events; e.g., this must have happened after that, this is a cause of that, this is one part of that, this is an example of that, this couldn't have happened without that, etc. The game can be varied to show almost every sort of relationship it is possible to think of: alternative solutions, categories, authority-dependency, description, comparison, contrast, chronology, size, function, or whatever.

13) Send for the results of a communication skills and personality characteristics survey completed in Seattle. Write to Bob Mahan, Basic Skills Office, Seattle Public Schools, 515 W. Galer, Seattle, Washington 98119.

Teacher Suggestions:

1) Prepare ditto sheets outlining four types of on-the-job conflicts: boss to worker, worker to worker, supervisor or foreman to worker, and customer to employee. Give one type to each small group to prepare for presentation to class. The class will give feedback on reasons for the conflict and possible resolutions. (The group should have already prepared some answers and could lead the discussion.)

2) Business schools have good literature, but salesmen are often willing to come and speak to get leads and may high-pressure students to enroll.

3) Bring in armed services personnel to discuss what type of person gets promoted and why.

References:

Note: See the Bibliography for complete data.

1) **ENGLISH ON THE JOB**, Book A, Carlin/Ellsworth, pp. 194-210, 211-262.

2) **EXPLORING VOCATIONS.**

3) **FIVE WORDS LONG**, Dawson/Bamman, pp. 19-30.

4) **FREE TO READ**, Bamman, p. 29.

5) **SELF-AWARENESS THROUGH GROUP DYNAMICS**, Richard Reichert, pp. 47-68.

6) **SPRINGBOARD**, pp. 2, 9, 10, 11, 14, 15, 29, 31, 36.

7) **WORLD OF WORK**, Bell Telephone Company.

Holding That Job — "How You Act is What You Get"

Major Objective IV: The student will become aware of the importance of positive attitudes, communication work skills, and interpersonal relationships that will allow him to maintain and to improve his position in the world of work.

Sub-Objective B: The student will become familiar with several of the most common reasons for employment termination.

Student Activities:

1) Build a list of do's and don'ts applicable to any job. (Modify your list for a job you hope to get this summer.)

2) Conduct a survey among your friends asking if they have ever been fired, asking them what they believe the reason to be.

3) Contact businessmen and employers, asking them to identify the most frequent reasons for employee terminations. From individual responses build a master list and rank-order it in small groups.

4) Visit or phone a local office of the Washington Employment Security Department; talk with an employment counselor and gather information about employment terminations. Report your findings to your group.

5) In small groups work out a life situation depicting some possible causes for employment termination.

6) Plan field trips to visit different businesses. Tour the facility and interview the boss. Ask him to relate to the group the common causes for termination of employees. Discuss these reasons for termination with the class and evaluate them.

7) Have students in small groups hypothesize the most common causes for dismissal from several jobs. Then have the students phone employers and determine what are the most common causes. Do the students lists agree with the survey? What conclusions can we draw from the two lists?

YOUR IDEAS AND NOTES

Teacher Suggestions:

1) Invite the counselor in and/or others to discuss the attributes of the "dropout." Show the relationship between these attributes and the list of reasons for job terminations already built in class.

2) If transportation is a problem for your class, you could bring speakers in for these surveys.

3) Tie into the activity on telephone and use these techniques to build the survey list.

References:

Note: See Bibliography for complete data.

1) ENGLISH ON THE JOB, Book A, Carlin/Ellsworth, pp. 211-262.

2) FIVE WORDS LONG, Dawson/Bamman, pp. 19-30, 135-146.

3) FREE TO READ, Bamman, pp. 35, 49.

4) SELF-AWARENESS THROUGH GROUP DYNAMICS, Richard Reichert, pp. 47-68.

5) SPRINGBOARD, pp. 7, 8, 13, 26, 32, 38.

Holding That Job — "How You Act is What You Get"

Major Objective IV: The student will become aware of the importance of positive attitudes, communication work skills, and interpersonal relationships that will allow him to maintain and to improve his position in the world of work.

Sub-Objective C: The student will explore the processes of job changing and job promotions.

Student Activities:

1) Invite a personnel man to class; will explain: a) the importance of being flexible enough to change one's occupation at a later date; b) Promotion policies.

2) Examine services provided by an employment agency: procedure followed, fees paid, method of paying.

3) Examine the need for changes in your educational program to prepare you for jobs in the future. Write a course of study program to present to the teacher and fellow students. Work through the program you have designed.

4) Contemplate the probable new occupations of the future. Project possible job description, pay, requirements, and the personal skills you will need to have to function in the role.

YOUR IDEAS AND NOTES

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V

SUCCESSFUL LIVING

"Getting The Most Out Of Life"

Major Objective V: The student will see how using leisure time wisely, being a discriminating consumer, and having positive home and community relations affect success on and off the job.

Successful Living — "Getting The Most Out of Life"

Major Objective V: The student will see how using leisure time wisely, being a discriminating consumer, and having positive home and community relations affect success on and off the job.

Sub-Objective A: The student will become aware of the different advertising techniques used in the mass media, and he will learn to become a more critical receptor of information.

Student Activities:

1) In a group of three or four design an advertising campaign for a real or mythical product. Present it to your class.

2) After listening to a lesson by the teacher or studying the major advertising pitches or techniques, bring in examples of advertisements using these pitches: snob appeal, eye appeal, sex, plain folks, band wagon, health, motherhood, public good, personal endorsements.

3) Complete several of the activities in the **LAP, IT PAYS TO ADVERTISE.** (Available from State Supervisor of Language Arts Education, Olympia.)

4) Make your own radio or TV news program and videotape it. Re-run it and have class evaluate it.

5) Nonverbal communication in mass media: list some of the nonverbal communication in a variety of ads on television. Discuss some of the ways nonverbal communication is used in selling.

6) Try pantomimes of commercials in the room and see if students can identify them. What makes them unique and identifiable?

7) Mass media and the budget: What is the basic appeal? In a group of three develop a commercial to sell an expensive product. After you have presented it, have students discuss how mass media often "kills" budgets.

8) Write the script and dramatize for the class a show depicting skills in critical listening (distinguishing fact and opinion, main ideas, following directions).

9) Work with the classified ad section of the newspaper. Write an ad to sell an item such as a home, a car, a bicycle.

10) Obtain information from TV advertisements and job agencies and evaluate them in terms of propaganda, fact, and "come on" techniques. Make a master list showing the reliability of these job advertisements.

11) Evaluate the media (radio or TV). Look for examples of propaganda techniques, fact vs. opinion.

12) Working in small groups (3-4 students), create and videotape two commercials to be used for TV. One will be acceptable, responsible advertising. The other will be an example of one of the common pitches used in advertising which tends to establish false values (e.g., if one uses Maybelline Eye Shadow, one will instantly be beautiful). Class can view videotape and discuss effect of various appeals on them as consumers.

13) Newspaper Unit —
   1) Explore and understand newspapers.
   2) Know vocabulary — Lead P
      Five W
      Matt, etc.
   3) Go on a field trip — after students research jobs available, student selects job and will keep this position to produce end product — a paper.
   4) Student will be handed article BUT no headline. Must write headline — then compare with original.

14) a) Study TV, magazine, and newspaper ads.
   b) Make up own ad for hypothetical product.
   c) Students evaluate — buy or not techniques used.

15) a) Solicit ads from local businessmen for your school newspaper. (check with advisor first.)
   b) Help write ads.
   c) Evaluate techniques, pitches advertisers wish to use.

YOUR IDEAS AND NOTES

Teacher Suggestions:

1) Write for copies of Vocational Communication LAPs, including **IT PAYS TO ADVERTISE**, available from State Supervisor of Language Arts Education, Old Capitol Building, Olympia, Washington 98504.

2) See section in **INDUSTRIAL COMMUNICATIONS GUIDE** on mass media and propaganda, also available from above address.

References:

Note: See Bibliography for complete data.

1) **ACCENT/CONSUMER EDUCATION SERIES**, Herbert Bohlman, #5 Understanding Consumer Credit, #6 Investing Your Savings.

2) **CAREER ORIENTED EDUCATION**, "Banking."

3) **ENGLISH ON THE JOB**, Book A, Carlin/Ellsworth, pp. 211-262.

4) **EXPLORING VOCATIONS**, 8th grade reading program.

5) **FIVE WORDS LONG**, Dawson/Bamman, pp. 33-44, 95-106, 109-122.

6) **FREE TO CHOOSE**, Nordberg/Nordberg, pp. 146-152.

7) **FREE TO READ**, Bamman, pp. 121, 129

8) **FREE TO READ**, Bamman, Hiyama, Prescott, pp. 129-139.

9) **OCCUPATIONAL EDUCATION FACT FINDING SERIES (PART I)**, pp. 13-36.

10) **SPRINGBOARD**, pp. 24, 27.

11) **VOCATIONAL ENGLISH**, Book 3, Jochen & Shapiro, pp. 183-213.

Successful Living — "Getting The Most Out of Life"

Major Objective V: The student will see how using leisure time wisely, being a discriminating consumer, and having positive home and community relations affect success on and off the job.

Sub-Objective B: The student will become acquainted with the various techniques for budgeting and the necessity of effective personal money management.

Student Activities:

1) Develop a budget for a month. Choose a partner and from the jobs available columns pick a job listing a salary. With this amount of money less 20% taxes (or a hypothetical $300 take-home pay), determine from newspaper advertising costs for food, clothing, shelter, transportation, and personal items. Use the food ads to develop costs for a week's menu.

2) Compare your hypothetical budget to the real budget of your family or friends.

3) Keep a personal or a family spending record for a week. (Teacher feedback suggests some parents resented this item.)

4) After listening to a speaker or film from a bank or credit union, deposit your mythical paycheck in a sample checking account. Pay all your fixed expenses with a series of checks and balance your check record.

5) Invite a young friend who is on his own to talk about his budgeting experiences or lack of them.

6) Make certain students can differentiate between "checks" and "stubs", "deposits" and "charges."

7) Make a chart showing the comparative costs of purchasing a TV or car six different ways.
   a) Save and pay cash (included earned interest)
   b) Pay on store's revolving credit account (check on interest rates)
   c) Pay on a major credit card (check on interest rates)
   d) Bank loan (check on interest rates)
   e) Credit union loan
   f) Loan company

8) Given a specified budgetary amount, and a Sears or Wards catalog, order the back-to-school clothing for the children in the family (can be modified to include the whole family, or just one person).

9) Mass media and the budget: each person or group of three develops a commercial to sell an expensive product. After they have been presented, have students discuss how mass media often kills the budget. Discuss the honesty of mass media.

10) Implement an arts and crafts show. Critique the program. State successes and failures in budgeting, planning, and operation. Publish a simple financial statement.

11) Develop a packet of materials which includes business letter forms, business forms (Penney's application forms, etc.), blank checks, and job application forms. After learning how to use each tool, the students individually worked through 20 days in the working world (hypothetical). They had to write checks, apply for a new job, write a correct business letter asking for a loan, etc. For the full procedure, projected length, and an idea of what forms to use, write to Jim Barchek, Kent English Coordinator, and request the English 9 section of the 1972 English guide.

12) In small groups, each student holds a blank check and decides one purchase that will be made with the check to cost no more than $100. Talk about the purchase to discover why each student has made that choice.

YOUR IDEAS AND NOTES

Teacher Suggestions:

1) Send for LAP, ON YOUR OWN. (Available from State Supervisor of Language Arts Education, Old Capitol Building, Olympia, Washington 98504.)

2) Have newspaper for every two students. (Two-week supply free from Seattle TIMES and POST-INTELLIGENCER in Seattle area from their Newspaper In The Classroom program directors. Check to see if your local newspaper has a similar policy.)

3) Ditto off some sample check and record blanks. Make up sample checkbooks.

4) Contact Coordinating Council for Occupational Education, 216 Old Capitol Building, Olympia, Washington 98504, for list of filmstrips and materials on budgeting.

References:

Note: See the Bibliography for complete data.

1) ACCENT/CONSUMER EDUCATION SERIES, Herbert W. Bohlman.
   #1 How to Budget and How to Buy
   #5 Understanding Consumer Credit
   #6 Investing Your Savings

2) CAREER ORIENTED EDUCATION, "Banking" unit.

3) ENGLISH ON THE JOB, Book A, Carlin/Ellsworth, pp. 162-193.

4) SIX IMPOSSIBLE THINGS, Mildred Dawson, pp. 13-28, 103-120.

5) SPRINGBOARD, pp. 4, 12, 24, 27, 34, 35, 37.

Successful Living — "Getting The Most Out of Life"

Major Objective V: The student will see how using leisure time wisely, being a discriminating consumer, and having positive home and community relations affect success on and off the job.

Sub-Objective C: The student will become aware of the importance of the wise use of leisure time.

Student Activities:

1) Survey the workers on four and five day work week; find out pros and cons. Report your findings to your small group or class. (Could also use **READER'S GUIDE** for article on subject and summarize them.)

2) Make a list of the activities you engage in during your leisure time. How much daily time do you use for each activity?

3) Survey local newspaper. Plan a weekend of free and inexpensive activities you would like to engage in.

4) Using campground guides and road maps, plan an itinerary for a ten day camping trip on a budget of $200; include mileage costs, campground fees, food, sightseeing, entertainment (assume you already have the equipment).

5) Bring in a speaker from a travel agency or a travel club to discuss the services they provide.

6) In a hobby of your choice, build a list of needed equipment and the costs for it.

7) Prepare and give a short talk on an interesting leisure time you have or would like to have.

8) Take students on a field trip to a nearby park and then have them translate their sensory perceptions into poetry. This activity should come after a discussion of poetry, particularly form poetry.

9) Discuss computerization, reorganization of companies to require fewer employees.

10) Obtain information on experimental programs designed to allow the employee the same money with fewer working days and hours. Design more programs for use by industry to increase leisure time.

11) Prepare and give a short talk on an interesting leisure time you have or would like to have. Then have students classify leisure time activities according to these categories:

a) strenuous activity
b) dangerous
c) sedentary
d) unusual
e) require lots of equipment, time, or money

12) Ask students to discuss their hobbies, or hobbies of persons they know about.

Teacher Suggestions:

1) Ask around the building about interesting hobbies that co-workers would be willing to talk about.

2) Show films on hobbies and travels to increase leisure time possibilities for students.

3) Plan a field trip to a planned recreation community.

4) Collect supplies (throw-aways or leftovers or what-have-you) to construct articles of handcraft nature within the teacher's or lay help's domain to teach for the express purpose of developing more awareness of latent skills or interest.

References:

Note: See the Bibliography for complete data.

1. **SPRINGBOARD**, pp. 12, 39.

TEACHER ANNOTATED BIBLIOGRAPHY

ACCENT/CONSUMER EDUCATION SERIES, Herbert W. Bohlman, Edna McCaull Bohlman, H. Mac Bohlman. Chicago, Follett Educational Corp., Educational Opportunities Division, 1970. A six booklet series: 1. Knowing How to Budget and Buy (V A) 2. Insuring Your Life, Income and Property 3. Social Insurance 4. The Law for You 5. Understanding Consumer Credit (V B) 6. Investing Your Savings (V B).

ACCENT/CONSUMER EDUCATION SERIES, INSTRUCTOR'S GUIDE, Herbert W. Bohlman, Edna McCaull Bohlman, H. Mac Bohlman. Chicago, Follett Educational Corp., Educational Opportunities Division, 1970. High school level. V A pp. 11-18.

BUSINESS LETTERS, LAP, one of a set of vocational communication LAPs available through Charles Blondino, State Supervisor of Language Arts Education, Old Capitol Building, Olympia WA 98504.

CAREER CHOICE AND CAREER PREPARATION, William Schill and Harold E. Nichols. Coordinating Council for Occupational Education, 1972. I B, II A, III C.

CAREER ORIENTED EDUCATION, Hughes Elementary School and Denny Junior High. Seattle, 1970. (Scaled to elementary — maybe 7th-8th for some lessons.) II A, III B, V B.

CAREERS, The Institute for Research, Chicago, Illinois. Each pamphlet deals with a specific career. It answers youths' inevitable question, "What shall I be?" It does so by offering a panoramic view of "What there is to be." Each pamphlet includes associations, periodicals, suggested readings related to each career.

CURRICULUM MATERIALS FOR TEACHING STUDENTS COMPETENCIES — EMPLOYMENT IN NON-FARM BUSINESSES. ED 056-190. For copies write to Dean Wagaman, Director, Career Education and Vocational Guidance, Coordinating Council for Occupational Education, 216 Old Capitol Building, Olympia, 98504.

DECIDING, H.B. Gelatt, Barbara Varenhouse, and Richard Carey. College Entrance Examination Board, New York, 1972. Price $2.50 student copy. (Teacher's Guide $2.00 — also includes regular student book in loose leaf form.) This book poses problems of all types showing daily decision making. I — II — III Decision Making.

DIRECTOR OF VOCATIONAL TRAINING SOURCES, James M. Murphy. A directory intended to help counselors, librarians, teachers, and students locate sources of vocational training in the local community.

DO NOT PASS GO — DO NOT COLLECT $200, LAP, one of a set of vocational communication LAPs available through Charles Blondino, State Supervisor of Language Arts Education, Old Capitol Building, Olympia, 98504.

EDUCATION AND JOBS, Supt. of Documents, U.S. Printing Office, Washington D.C. A series of pamphlets to guide young people to jobs that match different levels of education and training. ($1.00 per kit — $57.00 per 100).

ELEMENTARY GUIDE FOR CAREER DEVELOPMENT, Lee Law. Published by Education Service Center, Region XIII, 6504 Tracor Lane, Austin, Texas 78721.

I	A	p. 21
	B	pp. 4, 18
	C	pp. 4, 6
II	A	p. 5

ENGLISH ACHIEVEMENT, Patricia Ann Benner. Houghton Mifflin Co., Palo Alto, California, 1969.

I	C	pp. 29-36	
III	D	pp. 38-46, 49-53	7th or 8th level
III	C	pp. 54, 47	

ENGLISH ON THE JOB, Book 1, Jerome Carlin, Henry Christ, Glenn Holder. Globe Book Company, Inc., New York, N.Y., 1961. Some usable activities for teacher reference. Book is outdated. Poor format for students.

I	A	pp. 7-16	V	C	pp.82-97
I	B	pp. 17-22	III	C	pp. 62-76
I	C	pp. 17-22		D	
III	C	pp. 172-192		E	

ENGLISH ON THE JOB, Book A, Jerome Carlin and John Ellsworth. Globe Book Company, Inc., New York, N.Y., 1971. New book under the older title.

EVALUATION OF VOCATIONAL PROGRAMS FOR DROPOUT-PRONE JUNIOR HIGH SCHOOL STUDENTS. ERIC & ED 056-191.

EXPLORING CAREERS, Leon County Public Schools, Tallahassee, Florida 32303, 1969. A series of 20 lessons for vocational educational planning for 9th grade to be included in the social studies curriculum. Each lesson contains the conceptualizations, specific objectives, teaching techniques and instructional materials as suggested in career exploration, beginning with development of self understanding and continuing through to the "career fair."

EXPLORING VOCATIONS — EIGHTH GRADE READING PROGRAM, Washington State University. These books were listed but not on display. Perhaps not published now but worth checking.

Wanting A Job	Follett Publishing Co., Chicago
Training For A Job	Richard Turner Co.
Starting A Job	
Looking For A Job	
Holding A Job	
The Money You Spend	N.Y. University Press, N.Y.
The Person You Are	Richard Turner Co.
The Town You Live In	

THE FARTHER REACHES OF HUMAN NATURE, A.H. Maslow, 1971.

FILMS — Filmstrips, Sound Filmstrips, Movies

1. "Career Education," 16mm, 20 min. U.S. Office of Education, Washington D.C. (Available from State Voc. Ed. Director.) Good for inservice.
2. "1999," Philco Ford, Philadelphia, PA., 16mm, 25 min. Good for automation-future life styles.
3. "Thee Young Men, Three Young Women"
   Actual interviews with chance for audience to decide who will be hired before personnel man makes his choice known. III E.
4. "Why Man Creates," 16mm, 30 min. (color, animated), Bell Telephone Co. (May be ordered through Bell's film distributor, Seattle.) Covers all facets of man's creative imagination from the beginning of time to what the future holds. Enjoyable and excellent for discussion.

FIVE WORDS LONG, Mildred Dawson and Henry Bamman. Field Educational Publications, San Francisco, 1969. Most is usable except pp. 63-76 and 125-132. Reading level — low 6th. II A.

FREE TO CHOOSE, Orville H. Nordberg and Iris E. Nordberg. Field Occupational Pub., 1969. V A.

FREE TO READ, Henry Bamman, Hiyama, Prescott. Field Educational Pub., Inc., 1970.

FUNCTIONS OF INDEPENDENT APPROACH TO CURRICULUM FOR VOCATIONAL EDUCATION. ED 055-235. Order from Dean Wagaman, Director, Career Education and Vocational Guidance, Coordinating Council for Occupational Education, 216 Old Capitol Building, Olympia 98504.

GAMES

CONSUMER — Western Pub. Co.
GENERATION GAP — Western Pub. Co.
LIFE CAREER — Western Pub. Co.
PROPAGANDA — Maret Co.

THE GAMES CHILDREN PLAY, A.H. Chapman. An exploration of the mind and behavior of children in the world of adults.

GAMES FOR GROWTH, Chapter 5, Alice Gordon.

I D pp. 122-123
pp. 134-135
p. 66 Identity Education
p. 123 Faraway Island

GAMES PEOPLE PLAY, Eric Berne. Available in paperback. For teachers' reference.

GETTING A JOB — THE WORLD OF WORK 2 (a kit). Educational Resources, Inc., 451 South Jefferson St., Orange, N.J. 07050. III A, III D, III E, IV A.
(PARTS of kit very VALUABLE)

Interviews	Applications
Resumé	Employment Agency
Vocabulary	techniques

(Tape cassette, tapes, student Record Books)

GETTING THAT JOB, Beatrice F. Dare and Edward J. Wolfe. Follett Educational Corp., Chicago, 1966. Low reading level — 4th grade. Develops vocabulary for slow readers. Practical activities such as filling out forms. Good for junior high special education. Some activities are too basic for most junior high students. III D, pp. 13-20; III B, pp. 7-13; III E, pp. 7-24.

HALL OCCUPATIONAL ORIENTATION INVENTORY, 2nd edition, L.G. Hall. Follett Educational Corp., Chicago, 1971. Has young adult and college forms — young adult is for 7—12 grades. I B.

I'M O.K., YOU'RE O.K.: A GUIDE TO TRANSACTIONAL ANALYSIS, Thomas Harris. Teacher resource. Available in any bookstore.

IMPROVING OCCUPATIONAL ORIENTATION PROGRAMS FOR JHS STUDENTS IN METROPOLITAN AREAS. ED 055-242.

INDIVIDUAL READING PLACEMENT INVENTORY (Package), Edwin H. Smith and Weldon G. Bradtmueller. Follett Educational Corp., Chicago, 1969. (Tests reading ability up to 6th grade level.) I C.

INDUSTRIAL COMMUNICATIONS, Dan Lindsay. Unit 2-1, Application Forms. III D. Unit 3-1, Impression Making. Unit 4-1, Interviews. Explains reason for making a good impression and holding an interview. III E. Unit 10-1, Propaganda. Prepares a student for useful living

by teaching about use of propaganda in mass media. V. Available through Charles Blondino, State Supervisor of Language Arts Education, Old Capitol Building, Olympia 98504.

INTEREST INVENTORY, U.S. Department of Labor, Washington D.C. Simple to administer — inexpensive. II A.

IT PAYS TO ADVERTISE, LAP, one of a set of vocational communication LAPs available through Charles Blondino, State Supervisor of Language Arts Education, Old Capitol Building, Olympia 98504.

JOB FINDING KIT, Arnold A. Hirsekorn. With a few modifications for use in junior high. entire publication fits objectives for Major Objective III. However, does not include completing application forms. Obj. III.

JOB TREASURE HUNT, LAP, one of a set of vocational communication LAPs available through Charles Blondino, State Supervisor of Language Arts Education, Old Capitol Building, Olympia 98504.

JOBS, William Anderson. Behavioral Research Laboratories, Inc., Box 577, Palo Alto, California, 1971. Programmed instruction. Difficult to relate it to objectives without reading the book. No topics listed. General divisions difficult to find. 9th-10th grade level.

JOBS FOR THE 1970'S. 40 slides and narrative booklet. $10 a set. 450 Golden Gate Avenue, San Francisco, California 94102. I B.

MARYLAND CAREER DEVELOPMENT PROJECT (K-ADULT). The junior high portion of the project utilizes team teaching of occupational exploratory units and a computerized information system in the career exploration. For information write: Maryland Department of Education, 301 West Preston Street, Baltimore, MD, 21201.

MEDIA ANALYSIS, LAP, one of a set of vocational communication LAPs available through Charles Blondino, State Supervisor of Language Arts Education, Old Capitol Building, Olympia 98504.

MEET THE BUSINESS AND OFFICE EDUCATION DEPARTMENT, LAP, one of a set of vocational communication LAPs available through Charles Blondino, State Supervisor of Language Arts Education, Old Capitol Building, Olympia 98504.

MEET THE METAL LAB, LAP, one of a set of vocational communication LAPs available through Charles Blondino, State Supervisor of Language Arts Education, Old Capitol Building, Olympia 98504.

THE MILLER'S AND WILLIE B., Lerner and Moller. (Follett Vocational Series II A)

MODEL FOR EDUCATION FOR OCCUPATIONAL PROFICIENCY. ED 055-224.

NEW VOCATIONAL EDUCATION CONCEPTS: PROGRAMS IN METROPOLITAN AREAS. ED 056-202.

NEWS SENSE LAP, one of a set of vocational communication LAPs available through Charles Blondino, State Supervisor of Language Arts Education, Old Capitol Building, Olympia 98504.

OCCUPACS (K-9). Kits re: introduction to world of work. ED 055-225.

OCCUPATIONAL EDUCATION FACT FINDING SERIES, Part I, Special Service Supply. pp. 1-12.

OOCCUPATIONAL EDUCATION FACT FINDING SERIES, Part II, 1969. Very basic — mainly is concerned with transfer of specific information from one page to another.

OCCUPATIONAL OUTLOOK HANDBOOK, U.S. Dept. of Labor, Bureau of Labor Statistics, 1972-73. II A.

OCCUTAPES. (Vocation-oriented lessons on tapes, accompanied by visuals.) ED 055-215.

ON YOUR OWN, LAP, one of a set of vocational communication LAPs available through Charles Blondino, State Supervisor of Language Arts Education, Old Capitol Building, Olympia 98504.

ORIENTING STUDENTS TO THE WORLD OF WORK USING THE DATA-PEOPLE-THINGS CONCEPTUAL FRAMEWORK AND THE OHIO VOCATIONAL INTEREST SURVEY, David W. Winefordner. Paper presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, April 1, 1969. EDRS publication Ed 029 343. The Ohio Vocational Interest Survey (OVIS) has two aims: (1) to assist youth in understanding themselves in relation to the world of work and, (2) to provide a background for career choice. OVIS is useful with students in eight grade and above. OVIS is compatible with standard occupational information publications from state and federal sources.

PERSONAL AWARENESS: SELF-APPRAISAL AND ASSESSMENT STRUCTURE, Stanley R. Ostrom. (Teacher's suggestions) 1953 Colleen Drive, Los Altos, California. I A.

Development of a program for 7th, 8th, and 9th graders in Exploratory and Pre-vocational Programs (Georgia). Students in Grades 10, 11, and 12 in Vocational Education courses. The innovative junior high **PROGRAM OF EDUCATION AND CAREER EXPLORATION (PECE)**; allows career-orientation and work experience curriculum; utilizes the "cluster" concept. In addition, development of curriculum guides for career exploration in junior high for prevocational industrial arts, occupational home economics, agriculture, business, communication skills programs. For information write:

James D. Cargill, Executive Secretary
Georgia Advisory Council on Vocational Education
303 State Office Building
Atlanta, Georgia 30334

George W. Mulling, Director of Vocational Education
Georgia Department of Education
State Office Building
Atlanta, Georgia 30334

Downey, California:
PUTTING RESEARCH INTO EDUCATIONAL PRACTICE packets, U.S. Office of Education, National Center for Educational Research and Development. Packets (PREP) containing descriptions of programs and projects of cooperative school-industry programs. Also included are contacts and addresses for further information on any of the projects. A bibliography of ERIC materials for each subject. One program described is the North American Rockwell-Downey World of Work Program which included junior high school curriculum changes in practical work experiences. Information from: Supervisor of Vocational Education, Downey Unified School District, 11627 Brookshire Avenue, Downey, California 90241.

RECIPE FOR DEVELOPING LAPs, LAP, one of a set of vocational communication LAPs available through Charles Blondino, State Supervisor of Language Arts Education, Old Capitol Building, Olympia 98504.

REVIEW AND SYNTHESIS OF INFORMATION ON OCCUPATIONAL EXPLORATION. ED 056-165.

SIX IMPOSSIBLE THINGS, Mildred Dawson, George Gardiner, and Henry Bamman. Field Educational Publications, San Francisco, 1969.

II B pp. 25-28
V B ch. 2 pp. 13-28 7th grade level
V C pp. 103-120

SPRINGBOARD. Designed for Pre-Occupational Students, Special Service Supply, Box 705, Huntington, N.Y., 1968.

I	A	p. 1	V	B	p. 4	IV	A	p. 8	IV	B	p. 11
IV	A	p. 2	I	A	p. 5	III	E	p. 9	V	C	p. 12
III	D	p. 3	III	E	p. 6	IV	A	p. 10	IV	A	p. 12
III	E	p. 3	IV	A	p. 7	IV	A	p. 11	IV	B	p. 13

IV	A	p. 14	II	C	p. 17
I	A	p. 15	IV	A	p. 18
IV	A	p. 15	IV	A	p. 19
III	A Gen. Obj. p. 16				

STP PROBLEM SOLVING PROCEDURE. Copies available through Charles Blondino, State Supervisor of Language Arts Education, Old Capitol Building, Olympia 98504.

SYSTEM FOR SUCCESS, Lee R. Henney. Follett Publishing Company, Educational Opportunities Division, Chicago, 1965. III D. pp. 123-125.

TAKING STOCK, Beatrice F. Dare and Edward J. Wolfe. Follett Educational Corp., Educational Opportunities Division, Chicago, 1966. Geared to 4th grade vocabulary. I A.

THE TEACHER'S ROLE IN CAREER DEVELOPMENT, Wesley W. Tennyson, Thomas A. Soldahl, and Charlotte Mueller. Washington D.C.: National Vocational Guidance Association, 1605 New Hampshire Avenue, N.W., 1965. Pamphlet dealing with use of media to relate subject or courses to career development program.

VISUALS ARE A LANGUAGE, LAP, one of a set of vocational communication LAPs available through Charles Blondino, State Supervisor of Language Arts Education, Old Capitol Building, Olympia 98504.

VOCATIONAL ENGLISH, Book 1, Albert E. Jochen and Benjamin Shapiro. Globe Book Co., Inc., 175 Fifth Avenue, New York, N.Y. 10010, 1958.

VOCATIONAL ENGLISH, Book 3, Albert E. Jochen and Benjamin Shapiro. Globe Book Co., Inc., 175 Fifth Avenue, New York, N.Y. 10010, 1971. III C, V A, III D, III E, II A. Also book 1 same series.

SELF-APPRAISAL AND ASSESSMENT STRUCTURE, Stanley R. Ostrom. Student Handbook Success c. 1969 by Stanley R. Ostrom, 1953 Colleen Drive, Los Altos, California. (Also an administrator manual.) Useful for objective I A (self-awareness), II (job cluster ideas), and III B (identifying job leads).

SELF-AWARENESS THROUGH GROUP DYNAMICS, Richard Reichert. George Pflaum, publisher, pp. 47-68.

SEVEN IS A HANDY FIGURE, Field Education Enterprise. I B.

pp. 61-75
pp. 1-15
pp. 91-105.

WHAT SHOULD BE TAUGHT IN THE JUNIOR HIGH SCHOOL. Coordinating Council for Occupational Education.
Vocational Guidance, 7-9.
How Do I Look? pp. 86-87.
Improving Personality pp. 88, 89, 90.
Decision Making p. 91

WHAT'S YOUR BAG? PLANNING YOUR CAREER, Ernest Harmon. Hughson Union High School, ESEA Title III, Project No. 04401 for use at Federal Way School District, Summer, 1969. Useful for objectives I A, I B, and II. Many ideas related to objective III.

WHICH SIGN IS YOURS? LAP, one of a set of vocational communication LAPs available through Charles Blondino, State Supervisor of Language Arts Education, Old Capitol Building, Olympia 98504.

WHO'S HIRING WHO . . . THE JOURNAL OF JOBS, Richard Lathrop. Human Resources Press of Publishing Aids for Human Resources, Baltimore, Md., 1971. To purchase send $3.25 to Box 3651, Washington D.C. 20007. Useful for these objectives:

I	A	pp. 7-10
III	A	pp. 11-19
III	B	pp. 5-6
III	C	pp. 20-24
III	E	pp. 26-30

WHY WORK? LAP, one of a set of vocational communication LAPs available through Charles Blondino, State Supervisor of Language Arts Education, Old Capitol Building, Olympia 98504.

WORK AND NON-WORK: INSTITUTIONAL PERSPECTIVES. ED 055-201. Predictions re: relations between institutions and jobs of the future.

New Hampshire:
WORLD OF WORK. Program provides exploration of occupational interests and attitudes in junior high school utilizing flexible modular scheduling, videotape recordings of local occupations, Dial Access Retrieval System, and development of "self-contained portable learning modules" to expand junior high school occupational exploratory program. For information write:

Contoocook Valley Regional School District
3 Main Street
Peterborough, New Hampshire 03458

WORLD OF WORK, Bell Telephone Company. Student Learning Packet and Teacher Instructional Guide. Job clusters include:

1. Manufacturing & Construction
2. Professional & Managerial
3. Service
4. Agriculture, Fisheries, Forestry
5. Sales & Clerical

Units include:
1. Foundations for Occupational Training
2. Job Opportunities Now
3. Vocational Decisions
4. Films and Records are also listed.

School Consultants	(call collect)	(area code)
Carol Glenn — Seattle	345-4948	(206)
Pat Grover — Tacoma	383-0356	(206)
Betty Burns — Spokane	455-2663	(509)
Earlene Pensen — Portland	233-3105	(503)
Dianna Hoag — Portland	233-3003	(503)

YOU AND YOUR NEEDS, Beatrice F. Dare and Edward J. Wolfe. Follett Educational Corp., Educational Opportunities Division, Chicago, 1966. IV A.

Ch. 1 pp. 7-12	IV A	
Ch. 2 pp. 13-17	IV A	4th grade reading level
Ch. 3 pp. 18-22	IV A	

YOU ARE HEREDITY AND ENVIRONMENT, Beatrice F. Dare and Edward J. Wolfe. Reading level 4th grade. Objective I.

SUPPLEMENTARY BIBLIOGRAPHY

THE ADULT PERFORMANCE LEVEL STUDY, W.E. Barron and others. Texas Education Agency, Austin, Texas 78701, 1973. Results of a research project to develop performance levels from pragmatic adult literacy objectives. The objectives are included in such knowledge areas as health, consumer economics, and government and law. Basic skills include interpersonal relations, reading, speaking, writing, listening computation, and problem solving.

CAREER EDUCATION, North Kitsap School District Exemplary Project in Career Education #E32-363A. North Kitsap School District, Route 4, Box 846, Poulsbo, 98370. Dale Shotwell, Project Director. Includes several learning packages, some of which have a communications emphasis.

COURSE GOALS, LANGUAGE ARTS, a cooperative project of the school district of Clackamas, Multnomah, and Washington Counties (Oregon), and partially funded through grants from U.S. Department of Health, Education and Welfare, Office of Education, Oregon Board of Education, and Superintendent of Public Instruction, State of Washington. New edition includes goals on interpersonal communications and personal valuing. Available through C.E.D. Services, P.O. Box 8723, Portland, Oregon 97208.

ESSAYS ON CAREER EDUCATION, Larry McClure, Carolyn Buan, editors. The Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204, in cooperation with the U.S. Office of Education and the National Institute of Education of the Department of Health, Education and Welfare, 1973. Includes a wide spectrum of comments, concerns, and statements of rationale.

EXPLORING LANGUAGE, P. Doughty, J. Pearce, G. Thornton. Ginn, 1972. $3.75. A rationale for relating language to experience and to relationships.

FILLING OUT FORMS, LAP, one of a set of vocational communication LAPs available through Charles Blondino, State Supervisor of Language Arts Education, Old Capitol Building, Olympia 98504.

LANGUAGE IN USE, P. Doughty, P. Pearce, G. Thornton. Ginn, 1972. $6.60. Over 100 clearly described goals and experiences, relating language usage to social organizations, culture, relationships, etc. A companion volume to **EXPLORING LANGUAGE.**